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| Course title: | Policies and Services for Older Adults | |
| Course #/term: | SW 644/Winter 2021 | |
| Time and place: | Tuesdays, 2:00 PM-5:00 PM – <i>ON-LINE</i> | |
| Credit hours: | 3 | |
| Prerequisites: | SW 530 | |
| Instructor: | Jamie LaLonde LMSW, LNHA, CALD, CMDCP | |
| Pronouns: | She/her/hers | |
| Contact info: | Email: Jgardzio@umich.edu | Phone: (734) 395-1090 |
| | You may expect a response within 48 hours | |
| Office: | 3832 SSWB | |
| 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.

2. 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 | Readings, Agenda and Such |
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| <p>Week 1 (January 19th) Introduction to Aging Policy</p> <p><i>Assignment: What are your goals for being old?</i></p> | <ol style="list-style-type: none"> 1. Contemporary Challenges to Aging Policy, The New Politics of Old Age Policy 2. The Next Four Decades: The Older Population in the United States: 2010 to 2050 3. World Economic Forum: What is old age? 4. WHO: Ageing and health 5. Aging social policies |
| <p>Week 2 (January 26th) Aging Network and the Older Americans Act</p> <p><i>Assignment: Research the state you live in – What agencies can you access the services that the OAA provides funds for?</i></p> | <ol style="list-style-type: none"> 1. Older Americans Act of 1965 2. Older Americans Act-Reauthorization 2020 3. Older Americans Act and Funding 4. Supporting older Americans fact sheet (Justice in Aging) 5. AARP: Spotlight: The Older Americans Act 6. Services for Seniors |
| <p>Week 3 (February 2nd) Economic and Retirement Security</p> <p><i>Assignment: What will your retirement look like?</i></p> | <ol style="list-style-type: none"> 1. Rebuilding the three legged stool 2. How many seniors live in Poverty? 3. Healthy Wealthy and Wise – Challenges to income security for elders of color 4. Economic Security Fact Sheet – NCOA 5. NIRS – The growing burden of retirement 6. https://www.youtube.com/watch?v=DXyxlrTO4rM 7. Steady contributions, affordability and lifetime income are the building blocks of a retirement system that works for working families: Expanding Social Security is the most important step |
| <p>Week 4 (February 9th) Social Security</p> <p><i>Assignment: Create your very own My Social Security Account today!</i></p> | <ol style="list-style-type: none"> 1. Social Security Administration – Retirement Benefits 2. Social Security Administration – Understanding your benefits 3. Social Security Administration – How it's figured 4. Background - A Social Security Primer for the New Administration: Reform Needed Now 5. Fast Facts and Figures about social security, 2020 6. Top 10 Facts about Social Security – Policy Basics 7. Young Persons guide to Social Security – NASI |

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| <p>Week 5 (February 16th) Medicare</p> <p><i>Assignment: Compare and Choose your Medicare plan</i></p> | <ol style="list-style-type: none"> 1. Medicare and You 2021 2. CMS- Medicare and Medicaid basics 3. Medicare and Hospice Benefits 4. Medicare and Home Health – Taking Stock in the COVID-19 Era 5. The Affordable Care Act and Medicare – The Commonwealth Fund 6. Medicare prescription Drug (CMS document) |
| <p>Week 6 (February 23rd) Medicaid</p> <p><i>Assignment: Complete your Medicaid Application</i></p> | <ol style="list-style-type: none"> 1. 10 things to know about Medicaid- setting the facts straight 2. Key State Policy Choices about Medicaid Home and Community Based Services 3. Dually eligible beneficiaries under Medicare and Medicaid 4. Medicaid and the Elderly 5. Michigan Medicaid Application 6. Medicaid application for the Nursing Home Resident 7. Medicaid services application 8. Modeling financial eligibility for Medicaid long term services and supports 9. Nursing Facility Eligibility |
| <p>Week 7 (March 2nd) Affordable Care Act, Role of Medicaid Expansion, and Veterans Health Care</p> <p><i>Assignment: Youtube search, find and discuss</i></p> | <ol style="list-style-type: none"> 1. Changes to the rules implementing the Health Care Rights Law (Justice in aging) 2. Health Insurance Report NPHA 3. The Effects of Medicaid Expansion under the ACA 4. VA Benefits health care overview 5. Stakes are higher for older adults with pre-existing conditions |
| <p>Week 8 (March 9th) Access, Disparities and Social Determinants of Health</p> <p><i>Assignment: Build your toolbox</i></p> | <ol style="list-style-type: none"> 1. America’s Senior Health Ratings 2. How are income and wealth linked to health and longevity? 3. Closing the disparity gap: The work of the Administration on Aging 4. Understanding the quality of life for seniors 5. Disrupting disparities: The continuum of care for Michiganders 50 and older 6. Telehealth and Seniors |
| <p>Week 9 (March 16th) Residential Care: Skilled Nursing and Assisted Living</p> <p><i>Assignment: Regulatory Seek and Find</i></p> | <ol style="list-style-type: none"> 1. State Operations Manual – Skilled Nursing rules and regs 2. Homes for the Aged – Assisted Living rules and regs 3. 2019 Pasaar national report 4. LOCD fact sheet/LOCD tool 5. Minimum Data Set 6. The Health Care Aide position in Nursing Homes 7. Know your rights – Your Medicaid care and coverage in a nursing facility 8. Variation Across U.S. Assisted Living Facilities: Admission, Resident Care Needs and Staffing |

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| <p>Week 10 (March 23rd) Home and Community Based Services, Aging in Place and Housing</p> <p><i>Assignment: Design a care plan for an aging in place client</i></p> | <ol style="list-style-type: none"> 1. Medicaid Home and Community-Based Services Enrollment and Spending 2. Paying the price: How poverty wages undermine homecare in America 3. How to prevent and end homelessness among older adults 4. Aging in place in gentrifying neighborhoods: implications for physical and mental health 5. The State of Senior Hunger in 2018 6. Comparison of Home and Community Based Long Term Care Programs 7. Understanding Home Health Care and Private Duty Services 8. Transportation Options for Older Adults 9. Everyone Rides: Transportation Access for Culturally and Ethnically Diverse Elders |
| <p>Week 11 (March 30th) Mental Health, Elder Abuse Guardianship and Advance Care Planning -PART ONE</p> <p><i>Assignment: Research medications commonly prescribed for older adults</i></p> | <ol style="list-style-type: none"> 1. Red Flags of Elder Abuse 2. The Elder Justice Act 3. The Elder Justice Act Reauthorization 2020 4. The State of Mental Health Aging in America 5. Depression in older adults fact sheet 6. A spotlight on older adults and behavioral health 7. Geriatric Pharmacotherapy |
| <p>Week 12 (April 6th) Mental Health, Elder Abuse, Guardianship and Advance Care Planning -PART TWO</p> <p><i>Assignment: Design your own advance care plan</i></p> | <ol style="list-style-type: none"> 1. Of meatballs, autonomy and human dignity: Neuroethics and the boundaries of decision making among persons with dementia 2. Options you should know before filing for a full guardianship 3. Understanding Advance Care Planning 4. Five Wishes: Talking about your wishes 5. Who will speak for you? 6. Life File: An Action Checklist |
| <p>Week 13 (April 13th) Caregiving</p> | <ol style="list-style-type: none"> 1. What are strategies to advance policies supporting family caregivers? Promising approaches from a statewide task force 2. Caregiver statistics: Demographics 3. The sandwich generation is a balancing act 4. Family caregiver alliance- National policy statement |
| <p>Week 14 (April 20th) Group Presentations</p> | |

a. Assignments

| Assignment | Due date | Percent of overall grade |
|--|---|---------------------------------|
| 12 Weekly Assignments (10 points each) **Must choose and complete 10 | 2 weeks from assigned date Total Points: 100 | 50% |
| Participation/Discussion on Weekly Assignments (5 points each discussion) ***Must enter into discussion about selected assignments | 2 Weeks from assigned date Total Points: 50 | 25% |
| Group Presentation Project | Presentations due April 19 Total Points: 50 | 25% |
| Completion of all assignments | Total Points: 200 | 100% |

b. Attendance and class participation

It is highly encouraged that you attend all classes and participate in discussion. There is not a point value for attendance and participation, although if you miss a class you will not be eligible to complete that week's assignment. Since you are obligated to complete 10 assignments for a full grade, missing classes could impact your overall grade.

Please be on time and log in for each zoom class session. It is expected that you will have your **CAMERA ON** and your line **UMUTED**.

For reference, the [Policy on Class Attendance](#) can be found in the MSW Student Guide.

c. Grading

- All written assignments must be submitted via Canvas-Assignment (attached as a MS word document). The submission closes at 11:59pm on the due date. With legitimate reasons, late submission may be accepted but points may be deducted. In general, rewriting of a graded assignment is not allowed but you are welcome to discuss the assignment with the instructor before it's due.
- Most of the assignments can be considered from your point of view and are meant to be reflective in nature based upon your personal research. Generally a submission that meets the criteria requested outlined in the assignment will be counted for full points. However, points may be deducted for not meeting those criteria or if there lacks a reflective thought process regarding the topic material. If the assignment is turned in and there is a significant error with the submission, the instructor will provide one opportunity to re-submit within a timeframe discussion at time re-submission is allowed.

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| A | 195-200 points |
| A- | 190-195 points |
| B | 185-190 points |
| B- | 180-185 points |
| C | 175-180 points |
| C- | 170-175 points |
| D | 160-170 points |
| E | 159 or below |
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For reference, the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#) can be found at these links.

d. Class Recording and Course Materials

Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a

portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.]

e. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

f. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>.

They include:

- *Safety and emergency preparedness*
 - *Mental health and well-being*
 - *Teaching evaluations*
 - *Proper use of names and pronouns*
 - *Accommodations for students with disabilities*
 - *Religious/spiritual observances*
 - *Military deployment*
 - *Writing skills and expectations*
 - *Academic integrity and plagiarism*
-