



# SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

<b>Course title:</b>	Policies Affecting Older Adults	
<b>Course #/term:</b>	SW 643 Section 001 /Winter 2023 U-M Class #31114	
<b>Time and place:</b>	Wednesdays 2pm-5pm <i>Meets first 5 weeks of the term</i> U-M Class #	
<b>Credit hours:</b>	1	
<b>Prerequisites:</b>	SW 530	
<b>Instructor:</b>	Jamie LaLonde LMSW, LNHA, CALD, CMDCP	
<b>Pronouns:</b>	She/her/hers	
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	You may expect a response within 48 hours	
<b>Office:</b>	3832 SSWB	
<b>Office hours:</b>	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
<p><b>Week 1 (January 4th)</b></p> <p><u>Policy for Older Adults</u>  <i>Foundational History</i>  <i>Past/Present and Future</i></p>	<ol style="list-style-type: none"> <li>1. The Next Four Decades: The Older Population in the United States: 2010 to 2050</li> <li>2. World Economic Forum: What is old age?</li> <li>3. Older Americans Act of 1965</li> <li>4. Older Americans Act-Reauthorization 2020</li> <li>5. Services for Seniors</li> </ol>
<p><b>Week 2 (January 11th)</b></p> <p><u>Retirement &amp; Economic Security</u>  <i>Disparities and SDOH</i></p>	<ol style="list-style-type: none"> <li>1. Rebuilding the three legged stool</li> <li>2. NIRS – The growing burden of retirement</li> <li>3. Get the facts on economic security for seniors</li> <li>4. Your guide to Medicare prescription drug coverage</li> <li>5. MLN booklet – Medicare and Medicaid basics</li> <li>6. Medicare and You 2023</li> <li>7. CMS – Medicare hospice benefits</li> <li>8. Social Security Administration – Retirement Benefits</li> <li>9. Social Security Administration – Understanding your benefits</li> <li>10. Fast Facts and Figures about social security, 2022</li> <li>11. Top 10 Facts about Social Security – Policy Basics</li> <li>12. Income, Wealth, Health and Longevity</li> </ol>
<p><b>Week 3 (January 18th)</b></p> <p><u>Home and Community Based Services and Residential Services</u>  <i>Access to and availability of</i></p>	<ol style="list-style-type: none"> <li>1. The State of Senior Hunger in 2020</li> <li>2. Comparison of Home and Community Based Long Term Care Programs</li> <li>3. Everyone Rides: Transportation Access for Culturally and Ethnically Diverse Elders</li> <li>4. Homes for the Aged – Assisted Living rules and regs</li> <li>5. Electronic code of federal regulations – SNF</li> <li>6. Understanding Home Health Care and Private Duty Services</li> <li>7. Medicaid HCBS enrollment and spending</li> <li>8. Disrupting Disparities: the continuum of care for Michiganders 50 and older</li> </ol>

<p><b>Week 4 (January 25th)</b></p> <p><u>Caring for our aging population</u>  <i>Guardianship, Advance Directives, POA, Elder Abuse</i></p>	<ol style="list-style-type: none"> <li>1. Understanding Advance Care Planning</li> <li>2. Who will speak for you?</li> <li>3. The Elder Justice Act</li> <li>4. Life File: An Action Checklist</li> <li>5. Of meatballs, autonomy and human dignity: Neuroethics and the boundaries of decision making among persons with dementia</li> <li>6. Options you should know before filing for a full guardianship</li> <li>7. Red Flags of Abuse</li> <li>8. The State of Mental Health Aging in America</li> <li>9. Five Wishes: Talking about your wishes</li> <li>10. The sandwich generation is a balancing act</li> </ol>
<p><b>Week 5 (February 1st)</b></p> <p><u>Shaping Policy</u>  <i>What do we do from here?</i></p>	<ol style="list-style-type: none"> <li>1. Closing the disparity gap: The work of the Administration on Aging</li> <li>2. Understanding the quality of life for seniors</li> <li>3. America's Senior Health Ratings</li> </ol>

**a. Assignments**

Assignment	Due date	Percent of overall grade
Select 2 of the short assignments from the assignments folder to complete. The criteria for full credit will be in the assignment description	Must be uploaded and submitted to the canvas website no later than FEBURARY 10th	80 points total (80%) (40 points max for each paper)
40 multiple choice: True/False question "take home" test	Must be uploaded and submitted to the canvas website no later than FEBRUARY 17th	Each question worth 1 point 40 points total (20%) <i>(# correct/40=% then %x20)</i>
<b>COMPLETION OF ALL ASSIGNMENTS</b>		Total points possible is 120

**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, however, the skills you gain from being in class and being an active participant is more important than a point value!

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.

A	116-120 points
A-	110-114 points
B	105-109 points
B-	100-104 points
C	95-99 points
C-	90-94 points
D	86-89 points
E	85 or below

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*
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