

**San José State University**  
**School of Social Work**  
**ScWk 250, Policy Practice in Aging, Section 1 (29587)**  
**Spring 2012**

<b>Instructor:</b>	Anne Manley, MSW
<b>Office Location:</b>	217J
<b>Telephone:</b>	408/219-3762
<b>Email:</b>	<a href="mailto:anne.manley@sjsu.edu">anne.manley@sjsu.edu</a>
<b>Office Hours:</b>	By arrangement with instructor
<b>Class Days/Time:</b>	Mondays 6:00pm-8:45pm
<b>Classroom:</b>	Dudley Moorhead Hall 162
<b>Prerequisites:</b>	ScWk 204

### **Catalog Description**

Critical analysis of the impact of policies on the elderly and their families, particularly those who are Latino/a, African American and Asian American. Assessment of organizations and policy implementation. Development of strategies to promote well-being and social change. (3 units. Prerequisite SCWK204.)

### ***Course Description***

SCWK250 is an advanced level policy course in which students explore challenges confronting our society with regard to the aging of the population. In this course, students will examine and analyze critically current social policies and trends, and existing social service delivery systems. In doing so, emphases will be made with respect to the impact of current policies and programs upon minorities and disenfranchised populations.

### ***Course Student Learning Objectives***

The following Competencies/Program Objectives (PO) are realized through this course:

PO 3. *Apply critical thinking to inform and communicate professional judgments*

PO 4. *Apply critical thinking to inform and communicate professional judgments*

PO 5. *Advance human rights and social and economic justice*

PO 8. *Engage in policy practice to advance social & economic well being and to deliver effective social services*

Upon completion of ScWk 250 students will be able to:

1. Demonstrate an understanding of the historical development of aging-related public policy and social service programs in the United States. PO: 5(a) (Social and economic justice); 8(a) (Policy practice)

2. Identify and analyze critically the social values that underlie current social policies related to aging. PO: 4(a) (Transcultural perspective); 8(a) (Policy practice)
3. Demonstrate an understanding of the current aging-related policy environment, including: stakeholders, budgetary and fiscal constraints, current major federal and state policies, and the influence of factors such as culture, ethnic identity, gender, sexuality and sexual orientation, religiosity, and social, economic, and functional diversities. PO: 4(a) (Transcultural perspective); 5(a) (Social and economic justice); 8(a) & 8(b) (Policy practice)
4. Be able to identify the strengths and weaknesses of current policy and policy proposals related to aging and older adults from a transcultural perspective. PO: 4(a) (Transcultural perspective); 5(a) (Social and economic justice)
5. Identify policy challenges related to aging, diversity, and long-term care in the United States. PO: 8(a) (Policy practice)
6. Demonstrate skills to propose well-reasoned, creative and viable aging-related policy solutions grounded in the transcultural perspective and to effectively influence the policy process. PO: 3(c) (Critical thinking); 8(a) (Policy practice)
7. Describe social work roles, strategies, and tactics to facilitate public policy change and advance social justice– in particular, aging-related policy. PO: 5(b) & 5(c) (Social and economic justice)
8. Demonstrate ability to apply policy practice skills across multiple system levels (agency, community, and local, state and federal governments) and understand how to facilitate collaboration between systems on behalf of populations at risk of poverty, oppression and discrimination. PO: 8(b) (Policy practice)
9. Demonstrate effective professional, oral and written communication skills in analyzing social problems and related public policies. PO: 3(c) (Critical thinking)

## ***Required Texts/Readings***

### **Textbooks**

Hudson, R.B. (2010). *The new politics of old age policy (2<sup>nd</sup> ed.)*. Baltimore, MD: The Johns Hopkins University Press. ISBN 978-0801894923

Rogne, L., Estes, C.L., Grossman, B.R., Hollister, B.A. & Solway, E. (Eds.) (2009). *Social insurance and social justice*. New York, NY: Springer Publishing Company. ISBN 978-0826116147

\* The textbooks are available [SJSU Spartan Bookstore \(www.spartanbookstore.com\)](http://www.spartanbookstore.com)

### **Other Readings (Recommended)**

American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association. ISBN-13: 978-1433805615

Popple, P.R. & Leighninger, L. (2010). *The policy-based profession: An introduction to social welfare policy analysis for social workers 5<sup>th</sup> ed.*) Boston, MA: Allyn and Bacon. ISBN-13: 978-0205763719

### ***Library Liaison***

For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is Teresa Slobuski 408.808.2318 or [Teresa.Slobuski@sjsu.edu](mailto:Teresa.Slobuski@sjsu.edu).

### ***Classroom Protocol***

Students are expected to arrive on time, complete all readings before coming to class, and participate in class discussion. Students are expected to share ideas, listen to the ideas of others, and contribute comments which show that the assigned readings were read and analyzed. The MSW is a professional degree and appropriate professional behavior such as confidentiality, punctuality, and timely completion of assignments is expected. It is the students responsibility to notify the instructor in advance if they are not able to attend class or if they need to leave class early. Students are asked to refrain from using cell phones, earphones, or other devices. Laptop computers may be used for classroom-related work such as note-taking. This privilege may be terminated if there is personal use of devices during class.

### ***Dropping and Adding***

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

### ***Assignments and Grading Policy***

Your grade in this course will be based on your written assignments, presentation, and class participation as follows:

<b>Assignment</b>	<b>Points</b>	<b>Course Student Learning Objective/Competency (SLO)</b>
Essay responses to readings	20	SLO: 2, 3
Contemporary policy updates	10	SLO: 1
Policy analysis	25	SLO: 1 - 8
Policy brief	15	SLO: 6 -8
Presentation	15	SLO: 9
In-class participation	15	SLO: 9

### **Penalty for Late Work**

Late submission will have 10% deducted for the first week past the due date. An assignment submitted more than one week late will not be accepted. If the student anticipates a problem submitting an assignment on time, it is the student's responsibility to contact and speak with the instructor in advance to request alternative arrangements. Late assignments must be submitted either directly to the instructor or to the instructor's mailbox at the School of Social Work main office with the date of receipt stamped on the front page. It is the student's responsibility to communicate with the instructor and verify receipt of the assignment.

### **Assignments**

**1. Essay response to readings:** Students will write 5 essays about the weekly reading assignments from the textbooks and articles. Each essay will be two pages, double-spaced, in 12 point font Times Roman with 1" borders. You will choose a theme from the readings, then summarize and respond critically and analytically to the material. The essay must address the impact/meaning for diverse or disenfranchised communities. A hardcopy of the essay is due at the start of class on Feb 6, Feb 20, Mar 5, Mar 19, and Apr 9 (Weeks 2, 4, 6, 8, and 11.)

**2. Contemporary policy update:** (CPU) Each week students will read and prepare for class discussion one aging policy-related news article. You will find articles from a variety of sources such as San Jose Mercury News, California Journal, Sacramento Bee, Wall Street Journal, New York or Los Angeles Times and Current Awareness in Aging Research (CAAR) E-clippings. You may bring an opinion piece, editorials blog or journal articles once in the semester. A hardcopy of the CPU with your name and the date is due at the start of classes beginning on Feb 6 and ending on April 30 (Weeks 2 through 13). Total CPUs = 12.

**3. Policy analysis:** Students will write an 8-10 page analysis paper that describes a policy in aging (e.g., social services, transportation, housing, healthcare, mental health, income security, caregiver support, end-of-life care, etc.) The objective is to provide a clear explanation of the issue(s) under consideration, the associated policy dimensions and implications, and recommendations for action. Select a policy area of interest and discuss the choice with the instructor. A hardcopy half page proposal of the paper is due Mar 5 (Week 6.) The policy analysis is due April 30 (Week 13).

#### **Format:**

- A. **Title** (not included in page count)  
Title of paper, course number and names of student and instructor centered on the page.
- B. **Abstract** (120-150 words on one page; not included in page count)  
State what the problem is and describe the possible alternatives and their most important consequences. (The abstract is written after the paper is completed.)
- C. **Introduction** to the policy issue (2 pages)

State the problem being researched and why it is of interest to the public. Discuss the extent of the problem and the need for effective policies to be developed. Briefly review research literature that supports main points. Discuss the different populations affected by the issue.

D. **Review of data, evidence and literature** (2 pages)

Review relevant research, theory and historical information that illustrates why this is an important policy problem that needs to be addressed. What are the different points of view of the policy problem from a range of literature that discusses factors related to the issues? What are any current programs and policies that address the issue? Discuss the available data on these programs and policies goals and design, benefits, beneficiaries, and delivery system.

E. **Political context** (2 pages)

What are the political perspectives on the issue? Discuss any advocacy groups that are active in dealing with the issue and what they are saying and doing. Describe activities by groups opposing the issue. Describe any current legislation or policy initiatives related to the issue.

F. **Policy recommendations** (1 page)

What policies, activities, programs, and changes do you propose that would address the issue?

G. **References** (1 page)

There should be 8-10 references used. Half of the references should be research-based from peer-reviewed professional journals or book chapters written by policy or other researchers. The rest of the references should be respected educational and advocacy group websites that assist with describing the background of the issue. Make note in the paper when the information is from an educational or advocacy- based group.

**4. Policy brief:** Students will write a policy brief based on the policy recommendation in assignment #3. The brief will be 3-4 pages with 3-5 references. It is a common role of policy professionals to “brief” (inform thoroughly) in advance the decision-makers such as legislators about a particular issue. In addition to a few key points from the analysis in assignment #3, what is your proposal and what do you recommend to do to enact and implement the proposal? What actions will you and other take? A hardcopy of the policy brief is due at time of class presentation (#5) on May 7 and May 14 (Weeks 14 and 15).

**5. Policy briefing presentation:** Each student will present a policy proposal to the class who will act in a decision-making capacity. The presentation will be 10-15 minutes long, with 5 minutes for discussion, questions and answers. Because policy briefs are intended to influence decision-making groups, your presentation should be professional, concrete and convincing. You may use visual aid for relevant data. Presentations will take place May 7 and May 14 (Weeks 14 and 15). A hardcopy of the policy brief (#4) is due with your presentation (Weeks 14 and 15.)

**Class Participation:**

This grade is based on each student's active participation, critical thinking and attention to skill-building and policy analysis. The student is expected to participate in class discussions and make comments which show that assigned readings were read and understood. You should support opinions with data and logical arguments; share ideas and listen to the ideas of others; and discuss and integrate class content with other courses in the social work program. You must be in class in order to participate.

**APA Format and Writing Requirements:**

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

You must use appropriate grammar and style for a college paper. Because the assignments are not journaling assignments, you will refrain from using the first person personal (i.e., *I, me, my, we, us, our*, etc.).

Include a title page on top of the body of the written assignments. The title page should include (centered on the page): the title, your name, the name of the university, the course and the date.

The written assignments will be word-processed and double-spaced with one inch margins OR typed using double-spacing with one-inch margins.

You will lose points if your written assignments do not follow these minimum requirements. The instructor will hand back each assignment with suggestions for clarification. Keep these returned assignments for your future revisions.

**Grading**

The grading and evaluation distribution for the class is outlined below.

Percentage	Grade
97-100%	A +
93-96%	A
90-92%	A -
87-89%	B +
83-86%	B
80-82%	B -
77-79%	C +
73-76%	C
70-72%	C -

67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

## ***University Policies***

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## ***University Resources***

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

*The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the*

*development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.*

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center (Optional)**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## ScWk 250, Policy Practice in Aging, Spring 2012, Mondays 6:00pm-8:45pm

This schedule is subject to change with fair notice. Any changes will be announced in class and/or via email notification.

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 30	<p><b>OVERVIEW:</b> Goals of course; Role of social work in policy matters; Aging competencies; Assignments; Introduction to Long Term Care “Meeting the long term care needs of an aging society”</p>
2	Feb 6	<p><b>DEMOGRAPHY/VALUES/POLICY ANALYSIS:</b> Demography &amp; aging; Ageism, racism, classism &amp; other “isms”; Policy analysis &amp; advocacy</p> <p><b><u>Due:</u></b> CPU; Essay response to readings of Week 2</p> <p><b><u>Reading Assignments:</u></b> In Hudson:  Preface (pgs. ix-xiii)  Chap 1, Hudson, Contemporary challenges to aging policy  Chap 6, Hudson, Theoretical approaches to the development of  Chap 8, Burr, Public policies and older populations of color  Chap 9, Gonyea, The oldest old and a long-lived society</p> <p><b><u>Visit:</u></b>  1) Bureau of the Census – <a href="http://www.census.gov/">http://www.census.gov/</a>  2) AARP, Age Source/Age Stats - <a href="http://www.aarpinternational.org/database/">http://www.aarpinternational.org/database/</a>  3) Caring and Aging With Pride – Executive Summary - <a href="http://caringandaging.org/wordpress/wp-content/uploads/2011/05/Executive-Summary-FINAL.pdf">http://caringandaging.org/wordpress/wp-content/uploads/2011/05/Executive-Summary-FINAL.pdf</a></p>
3	Feb 13	<p><b>INCOME SECURITY:</b> Multigenerational meanings; Poverty &amp; aging; Community disparities; Work &amp; aging; Pensions; Age discrimination in employment</p> <p><b><u>Due:</u></b> CPUs</p> <p><b><u>Reading assignments:</u></b> In Hudson:  Chap 2, Harrington Meyer, Shifting risk and responsibility  Chap 4, Myles, What justice requires  Chap 17, McCann, Age discrimination in employment  Hudson, R.B. &amp; Gonyea, J.G. (2007). The evolving role of public policy in promoting work and retirement. <i>Generations</i>, 31(1), 68-</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>75.</p> <p>In Rogne <i>et al</i>:</p> <p>Forward, Kennelly (pgs. xiii-xvi)  Introduction, Estes, We are all in this (pgs. xxv-xxxiii)  Part 1 Introduction, Grossman, Social insurance  Chap 6, Kingson, The future of social insurance  Chap 10, Stanford, Quality of life for communities of color  Chap 15, Moody, Restoring confidence</p> <p><b>Visit:</b></p> <p>1) Administration on Aging  <a href="http://www.aoa.gov/aoaroot/aging_statistics/index.aspx">http://www.aoa.gov/aoaroot/aging_statistics/index.aspx</a>  2) US Equal Employment Opportunity Commission (EEOC) –  <a href="http://www.eeoc.gov/">http://www.eeoc.gov/</a>  3) Employee Retirement Income Security Act (ERISA) –  <a href="http://www.dol.gov/dol/topic/health-plans/erisa.htm">http://www.dol.gov/dol/topic/health-plans/erisa.htm</a></p>
4	Feb 20	<p><b>INCOME SECURITY cont'd:</b> Social Security; SSI</p> <p><b>Due:</b> CPU; Essay response to readings of Weeks 3 &amp; 4</p> <p><b>Reading assignments:</b></p> <p>Reno, V. (2005). How Social Security works. <i>Generations</i>, 29(1), 23-26.  Feder, J., &amp; Friedland, R. (2005). The value of Social Security and Medicare to families. <i>Generations</i>, 29(1), 78-85.  Applebaum, R. &amp; Payne, M. (2005). How Supplemental Security Income works. <i>Generations</i>, 29(1), 27-29.</p> <p>In Rogne <i>et al</i>:</p> <p>In memoriam, Altman (pgs. xix-xxiv)  Chap 1, Ball, The 9 guiding principles of Social Security  Chap 2, Ball, Social insurance and the right to assistance  Chap 4, Domhoff, The little-known origins of Social Security Act  Chap 8, Harrington Meyer, Why all women (and most men)  Chap 9, Wallace, Healthy, wealthy, and wise  Chap 13, Holstein, A normative approach</p> <p><b>Visit:</b></p> <p>1) Social Security and Supplemental Security Income -  <a href="http://www.ssa.gov/">http://www.ssa.gov/</a>  2) Disability.gov - <a href="http://www.disability.gov/benefits">http://www.disability.gov/benefits</a>  3) National Academy of Social Insurance – Social Security: Benefits, Finances, and Policy Options”  <a href="http://www.nasi.org/sites/default/files/research/NASI%20Social%20Security%20Primer%202011.pdf">http://www.nasi.org/sites/default/files/research/NASI%20Social%20Security%20Primer%202011.pdf</a>  4) Poverty in California 2009. Public Policy Institute of California -</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<a href="http://www.ppic.org/content/pubs/jtf/JTF_PovertyJTF.pdf">http://www.ppic.org/content/pubs/jtf/JTF_PovertyJTF.pdf</a>
5	Feb 27	<p><b>HEALTH CARE POLICIES:</b> Health disparities; Paying for LTC; Insurance; Medicare</p> <p><b><u>Due:</u></b> CPU</p> <p><b><u>Reading assignments:</u></b>  Friedland, R. B. (2005). How Medicare works. <i>Generations</i> 29(1), 30-34.  Warshaw, G. (2006). Introduction: Advances and challenges in care of older people with chronic conditions. <i>Generations</i>, 30(3), 5-10.  Trice, L. (2006). PACE: A model for providing comprehensive healthcare for frail elders. <i>Generations</i>, 30(3), 90-92.</p> <p>In Hudson:  Chap 12, Morgan, Deservingness encounters cost containment</p> <p>In Rogne:  Chap 5, Oliver, The Medicare Modernization Act  Chap 7, Grossman, One nation, interdependent</p> <p><b><u>Visit:</u></b>  1) Medicare - <a href="http://www.medicare.gov/navigation/medicare-basics/medicare-basics-overview.aspx">http://www.medicare.gov/navigation/medicare-basics/medicare-basics-overview.aspx</a>  2) National Institute on Aging – Minority Aging and Health Disparities <a href="http://www.nia.nih.gov/about/minority-aging-and-health-disparities">http://www.nia.nih.gov/about/minority-aging-and-health-disparities</a>  3) National Clearinghouse for Long-Term Care Information – <a href="http://www.longtermcare.gov/LTC/Main_Site/index.aspx">http://www.longtermcare.gov/LTC/Main_Site/index.aspx</a>  4) U.S. Dept. of Health and Human Services - Centers for Disease Control, Healthy Aging Home – (Critical Issue Briefs) <a href="http://www.cdc.gov/aging/disparities/index.htm">http://www.cdc.gov/aging/disparities/index.htm</a>  5) Disability.gov - <a href="http://www.disability.gov/">http://www.disability.gov/</a></p>
6	Mar 5	<p><b>HEALTH CARE POLICIES cont'd:</b> Social contract; Americans with Disabilities Act; Medicaid</p> <p><b><u>Due:</u></b> CPU; Essay response to readings of Weeks 5 &amp; 6; Policy issue proposal (# 3)</p> <p><b><u>Reading assignments:</u></b>  In Hudson:  Chap 13, Grogan, The politics of aging within Medicaid  Friedland, R. B. (2005). How Medicaid works. <i>Generations</i>, 29(1), 35-38.  Goins, R. T. &amp; Spencer, S. M. (2005). Public health issues among American Indians and Alaska Natives. <i>Generations</i>, 29(2), 30-35.  Lidoff, L. (2003). Public policy and age-related sensory loss. <i>Generations</i>, 28(1), 78-82.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Visit:</b>            1) Americans with Disabilities Act - <a href="http://www.ada.gov/">http://www.ada.gov/</a>            2) Lives Worth Living, PBS Independent Lens - <a href="http://www.pbs.org/independentlens/lives-worth-living/">http://www.pbs.org/independentlens/lives-worth-living/</a>            3) Medicaid - <a href="http://www.cms.gov/home/medicaid.asp">http://www.cms.gov/home/medicaid.asp</a></p>
7	Mar 12	<p><b>AGING IN COMMUNITY:</b> Housing &amp; livable communities; Older Americans Act; Aging services network</p> <p><b>Due:</b> CPUs</p> <p><b>Reading assignments:</b>            In Hudson:                Chap 14, Hudson, The Older Americans Act and the aging services network                Chap 15, Pynoos, New challenges and growing trends in senior housing            Kochera, A. &amp; Bright, K. (2006). Livable communities for older people. <i>Generations</i>, 29(4), 32-36.            Rosenthal. L. A. (2009). The role of local government: Land-use controls and aging-friendliness. <i>Generations</i>, 33(2), 18-25.            Libson, N. (2006). The sad state of affordable housing for older people. <i>Generations</i> 29(4), 9-15.            De Vries, B. (2006). Home at the end of the rainbow. <i>Generations</i>, 29(4), 64-69.            Straight, A. (2003). Public policy and transportation for older people. <i>Generations</i>, 27(2), 44-49.</p> <p><b>Visit:</b>            1) Administration on Aging Programs - <a href="http://www.aoa.gov/AoARoot/AoA_Programs/index.aspx">http://www.aoa.gov/AoARoot/AoA_Programs/index.aspx</a>            2) Silicon Valley Council on Aging <a href="http://www.coasiliconvalley.com/site/">http://www.coasiliconvalley.com/site/</a></p>
8	Mar 19	<p><b>HOME &amp; COMMUNITY-BASED SERVICES:</b> Role of states; Medicaid waiver programs; Direct care workforce</p> <p><b>Due:</b> CPU; Essay response to readings of Weeks 7 &amp; 8</p> <p><b>Reading assignments:</b>            In Hudson:                Chap 3, Wilmoth, Aging policy and structural lag            Kaye, S. H., LaPlante, M. P. &amp; Harrington, C. (2009). Do noninstitutional long-term care services reduce Medicaid spending? <i>Health Affairs</i>, 28(1), 262-272.            Miller, N. A., Rubin, A., Elder, K. T., Kitchener, M. &amp; Harrington, C.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>(2006). Strengthening home and community-based care through Medicaid waivers. <i>Journal of Aging and Social Policy</i>, 18, 1-16.</p> <p>Stone, R. I. (2006). Linking services to housing: Who will provide the care? <i>Generations</i>, 29(4), 44-51.</p> <p><b>Visit:</b></p> <p>1) Centers for Medicare &amp; Medicaid Services – CA State Medicaid Waiver &amp; Demonstrations List  <a href="https://www.cms.gov/MedicaidStWaivProgDemoPGI/MWDL/list.asp?filtertype=dual&amp;datefiltertype=-1&amp;datefilterinterval=&amp;filtertype=data&amp;datafiltertype=2&amp;datafiltervalue=California&amp;keyword=&amp;intNumPerPage=10&amp;cmdFilterList=Show+Items&amp;listpage=1">https://www.cms.gov/MedicaidStWaivProgDemoPGI/MWDL/list.asp?filtertype=dual&amp;datefiltertype=-1&amp;datefilterinterval=&amp;filtertype=data&amp;datafiltertype=2&amp;datafiltervalue=California&amp;keyword=&amp;intNumPerPage=10&amp;cmdFilterList=Show+Items&amp;listpage=1</a></p> <p>2) Home &amp; Community Based Long-Term Care - Administration on Aging  <a href="http://www.aoa.gov/AoARoot/AoA_Programs/HCLTC/index.aspx">http://www.aoa.gov/AoARoot/AoA_Programs/HCLTC/index.aspx</a></p> <p>3) National Clearinghouse on the Direct Care Workforce – (Policy Works) - <a href="http://directcareclearinghouse.org/index.jsp">http://directcareclearinghouse.org/index.jsp</a></p> <p>4) PHI Policyworks (An Aging Direct-Care Workforce) - <a href="http://phinational.org/policy/about-the-workforce/an-aging-direct-care-workforce/">http://phinational.org/policy/about-the-workforce/an-aging-direct-care-workforce/</a></p>
	Mar 26	<b>SPRING RECESS</b>
9	Apr 2	<p><b>FAMILY CAREGIVING:</b> Intergenerational exchange; National Family Caregivers Support Program; Family Medical Leave Act; California Paid Family Leave</p> <p><b>Due:</b> CPUs;</p> <p><b>Reading assignments:</b>  In Hudson:  Chap 10, Levitsky, Caregiving and the construction of political claims for long-term care policy</p> <p>Hirschfeld, M. &amp; Wikler, D. (2003-04). An ethics perspective on family caregiving worldwide: Justice and society’s obligations. <i>Generations</i>, 27(4), 56-60.</p> <p>Levine, C. (2003). Family caregiving: Current challenges for a time-honored practice. <i>Generations</i>, 27(4), 5-8.</p> <p>Riggs, J. A. (2003). A family caregiving policy agenda for the twenty-first century. <i>Generations</i>, 27(4), 68-73.</p> <p>Whittier, S., Scharlach, A., &amp; Dal Santo, T. S. (2005). Availability of caregiver support services: Implications for implementation of the National Family Caregiver Support Program. <i>Journal of Aging and Social Policy</i>, 17, 45-62.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Visit:</b></p> <p>1) National Center on Caregiving - <a href="http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=343">http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=343</a></p> <p>2) California Caregiver Resource Centers - <a href="http://www.cacrc.org/californiacrc/jsp/home.jsp">http://www.cacrc.org/californiacrc/jsp/home.jsp</a></p> <p>3) California Family and Medical Leave Act &amp; California Family Rights Act - <a href="http://www.documents.dgs.ca.gov/ohr/Supervisor/DGSFMLAPolicyProcedures.pdf">http://www.documents.dgs.ca.gov/ohr/Supervisor/DGSFMLAPolicyProcedures.pdf</a></p> <p>4) California Paid Family Leave Benefits - <a href="http://www.paidfamilyleave.org/">http://www.paidfamilyleave.org/</a></p>
10	Apr 9	<p><b>INSTITUTIONAL CARE:</b> Paying for LTC; Regulation; Quality of care</p> <p><b>Due:</b> CPUs; Essay response to readings of Weeks 9 &amp; 10</p> <p><b>Reading assignments:</b></p> <p>Freeman, I. C. (2003). Nursing home consumer protection laws: Too important to save for special occasions. <i>Journal of Aging and Social Policy</i>, 15, 1-9.</p> <p>Polivka-West, L. &amp; Okano, K. (2008). Nursing home regulation and quality assurance in the states: Seeking greater effectiveness for better care. <i>Generations</i>, 32(3), 62-66.</p> <p><b>Visit:</b></p> <p>1) California Advocates for Nursing Home Reform <a href="http://www.canhr.org/">http://www.canhr.org/</a></p> <p>2) Nursing Home Compare - <a href="http://www.medicare.gov/NHCompare/Include/DataSection/Questions/SearchCriteriaNEW.asp?version=default&amp;browser=IE%7C8%7CWindows+Vista&amp;language=English&amp;defaultstatus=0&amp;pagelist=Home&amp;CookiesEnabledStatus=True">http://www.medicare.gov/NHCompare/Include/DataSection/Questions/SearchCriteriaNEW.asp?version=default&amp;browser=IE%7C8%7CWindows+Vista&amp;language=English&amp;defaultstatus=0&amp;pagelist=Home&amp;CookiesEnabledStatus=True</a></p> <p>3) Improving the Quality of Nursing Home Care: The Wellspring Model - <a href="http://www.commonwealthfund.org/Content/Innovations/Tools/2004/Aug/Improving-the-Quality-of-Nursing-Home-Care--The-Wellspring-Model.aspx">http://www.commonwealthfund.org/Content/Innovations/Tools/2004/Aug/Improving-the-Quality-of-Nursing-Home-Care--The-Wellspring-Model.aspx</a></p> <p>4) The Eden Alternative - <a href="http://www.edenalt.org/">http://www.edenalt.org/</a></p> <p>5) The Green House Project - <a href="http://www.thegreenhouseproject.org/">http://www.thegreenhouseproject.org/</a></p>
11	Apr 16	<p><b>ELDER JUSTICE:</b> Legal policies; Elder abuse &amp; neglect; End-of-life care</p> <p><b>Due:</b> CPU</p> <p><b>Reading assignments:</b></p> <p>Harrington- Meyer, M. &amp; Roseamelia, C. (2007). Emerging issues for</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>older couples: Protecting income &amp; assets, rights to intimacy, &amp; end of life decisions. <i>Generations</i>, 31(3), 66-71.</p> <p>Pozzuolo, J., Lassoff, L., &amp; Valentine, J. (2005). Why living wills/advance directives are an essential part of estate planning. <i>Journal of Financial Service Professionals</i>, 59(5), 75-84.</p> <p><b><u>View In Class:</u></b>  “An Age for Justice: Confronting Elder Abuse in America” -  <a href="http://hub.witness.org/en/upload/age-justice-confronting-elder-abuse-america">http://hub.witness.org/en/upload/age-justice-confronting-elder-abuse-america</a></p> <p><b><u>Visit:</u></b>  1) National Center on Elder Abuse (NCEA) -  <a href="http://www.ncea.aoa.gov/ncearoot/Main_Site/index.aspx">http://www.ncea.aoa.gov/ncearoot/Main_Site/index.aspx</a>  2) Racial and Ethnic Differences in End of Life Costs – Comments  <a href="http://archinte.ama-assn.org/cgi/content/full/169/5/493?maxtoshow=&amp;hits=10&amp;RESULTFORMAT=&amp;fulltext=disparities+end+of+life+care&amp;searchid=1&amp;FIRSTINDEX=0&amp;resourcetype=HWCIT">http://archinte.ama-assn.org/cgi/content/full/169/5/493?maxtoshow=&amp;hits=10&amp;RESULTFORMAT=&amp;fulltext=disparities+end+of+life+care&amp;searchid=1&amp;FIRSTINDEX=0&amp;resourcetype=HWCIT</a></p>
12	Apr 23	<p><b>SOLUTIONS &amp; TRENDS:</b> International solutions; Social justice; LTC solutions in the US</p> <p><b><u>Due:</u></b> CPU; schedule in-class presentations for May 7 &amp; 14 (Weeks 14 &amp; 15)</p> <p><b><u>Reading assignments:</u></b>  In Hudson:  Chap 16, Howard, Taxation and the elderly  In Rogne et al:  Chap 18, Liebig, Federalism, state taxation of OASDI  Chap 19, Street, Social justice and tax expenditures  Mendelson, M., Schultz, J., Williamson, J. B., Blake, D., &amp; Turner, J. (2005). Reforming Social Security: Lessons from abroad. AARP Public Policy Institute – Canada, Australia, Chile, United Kingdom. <a href="http://www.aarp.org/work/social-security/info-2005/social_security_abroad.html">http://www.aarp.org/work/social-security/info-2005/social_security_abroad.html</a>  Ozawa, M., &amp; Nakayama, S. (2005). Long-term care insurance in Japan. <i>Journal of Aging and Social Policy</i>, 17(3), 61-84.  Reno, V. &amp; Lavery, J. (2009). Fixing Social Security: Adequate benefits, adequate financing. National Academy of Social Insurance, 1-27  <a href="http://www.nasi.org/sites/default/files/research/Fixing_Social_Security.pdf">http://www.nasi.org/sites/default/files/research/Fixing_Social_Security.pdf</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Visit:</b> 1) Eldercare Workforce Alliance - <a href="http://www.eldercareworkforce.org/">http://www.eldercareworkforce.org/</a></p>
13	Apr 30	<p><b>ADVOCACY &amp; CIVIC ENGAGEMENT:</b> State annual budget process; Empowering older adults; Civic engagement; Addressing decision-makers</p> <p><b>Due:</b> CPUs; Policy analysis (Assignment #3)</p> <p><b>Reading Assignments:</b> In Hudson: Chap 5, Lynch, Political power and the baby boomers Chap 7, Settersten, On times and ties: Why the life course matters for old age policies Achenbaum, W. A., (2007). A history of civic engagement of older people. <i>Generations</i>, 30(4), 18-23. Freeman, I. C. (2004). Advocacy and aging: Working the bills on capitol Hill(s). <i>Generations</i>, 28(1), 41-47. Hudson, R. B. (2004). Advocacy and policy success in aging. <i>Generations</i> 28(1), 17-24. Stone, R. (2004). Where have all the advocates gone? <i>Generation,s</i> 28(1), 59-64. Torres-Gil, F. M. (2007). Policy advocacy for an aging society: Philanthropy and social change. <i>Generations</i> 31(2), 35-40</p> <p><b>Visit:</b> 1) n4a - <a href="http://www.n4a.org/">http://www.n4a.org/</a> (Advocacy – Policy Positions) 2) California Senior Legislature - <a href="http://www.4csl.org/">http://www.4csl.org/</a> 3) Older Women’s League - <a href="http://www.owl-national.org/Welcome.html">http://www.owl-national.org/Welcome.html</a> 4) Grey Panthers - <a href="http://www.graypanthers.org/">http://www.graypanthers.org/</a></p>
14	May 7	<p><b>PRESENTATIONS FOR CHANGE:</b> Each student (as advocate) will give a 10-12 minute presentation of their policy issue brief to the class (the decision-makers) with 5 minutes of questions and answers. A hardcopy of the policy issue brief (assignment #4) is due.</p>
15	May 14	<p><b>PRESENTATIONS FOR CHANGE cont./COURSE SUMMARY</b></p>
Final Exam		NA