**Course Prerequisites:**
Designed for students from a range of disciplines (professions, humanities, social sciences), this graduate seminar examines the structures, processes and analysis of key US policies and programs essential to the well-being of disabled and/or older adults. Students must have graduate standing (or instructor permission) to register.

**Course Description:**
Serving and advocating effectively for older adults today requires intimate knowledge of public policies, social services and health care programs (private, market-based, non-profit, and government), as well as the origins and the impacts of all the above. As American society “ages” rapidly over the next three decades, practitioners in the “aging network” (businesses, non-profit and governmental agencies), older adults, and citizens of all ages will find ourselves playing vital roles in supporting elders, and the complex programs that authorize, finance, deliver, and regulate services to them.

This seminar examines the social, health, and economic policies most affecting older adults, their families, friends, and communities that deliver benefits, services, and social support. Emphasis is placed on seeing the linkages among policymaking processes, how systems of care develop, and how policies are implemented. We focus on understanding the structures (the organizations) of government at the federal, state, and local levels, exploring dynamic policy making processes (the politics), and critically analyzing the need for and implications of current and proposed policies (analysis, implementation and evaluation). Local experts will discuss various county and state service and benefit programs, and critique current issues.

Class discussion will be structured around our debates of controversial issues (and dilemmas) deeply embedded in our nation’s social policies of old age.

Key government programs (structures) presented will include Social Security, Medicare, Medicaid, the Older Americans Act, and the services of the “aging network. The processes of policy making examine the dynamics of current governmental provisions, financing, implementation, regulations, and planning processes at different government levels (the historical background of existing policies, and current leadership in the Administration and Legislatures of both federal and state government). Analysis of policy options will consider the implementation and assessment of service delivery, engaging students in critically examining specific aspects of the delivery of specific programs.

Programs examined may also include nutrition, employment, transportation, and volunteer programs, and all kinds of community care. Specific attention may be given to subgroups of vulnerable elders: peoples of color, immigrants, especially non-English speakers, LGBT elders, aging offenders and inmates, and those with developmental disabilities, addictions, long-term disabling physical and mental illnesses and conditions, and other marginalized subpopulations.
Course Goals and Objectives:
During the course we will:

1. Overview the social policies and provisions (economic, health, mental health, and social welfare) benefiting older adults in advanced industrial nations, the organizational structures that deliver them, and the foundations, values, and dynamics underlying US policies. Primary emphasis is on the centrality of Social Insurance (the Social Security Act) in the protection of all Americans, complemented by the structures of American federalism, the public sector, charity, business and markets.

2. Develop analytic skills to critically evaluate how problems are defined, solutions are proposed and programs are designed to serve older Americans.

3. Prepare students to influence policy development by identifying the many components of the policy-making process that shape policy: needs assessment, agenda building, policy formulation, negotiation, implementation (planning and delivery of services), and evaluation.

4. Assess particular social, health, economic and other problems of older adults at a societal or population level, with particular attention to the needs of the economically disadvantaged, racial, cultural and sexual minorities, immigrants, developmentally or cognitively disabled, and other older adults with particular needs for health and social care.

5. Critically evaluate social care programs and proposals in ways useful to elected officials, voters, other policy makers and practitioners, including the formulation of policy alternatives.

REQUIRED TEXTBOOK at the Union Bookstore

This course will be conducted using a combination of lecture, discussion and outside class work.

Course requirements and grading

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<th>Requirement</th>
<th>2 Credit</th>
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<td>Attendance and class preparation</td>
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<td>Reaction Papers and class participation</td>
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<td>Advocacy Letter</td>
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<td>Controversy Responses</td>
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Grading:

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Excellent: outstanding, exemplary
Excellent
Very Good
Good: satisfactory level work
77-80 % = B- Fair: marginal level work
70-76 % = C

“I” = INCOMPLETE. The grade of “I” is a conditional and temporary grade given when students are passing a course but for reasons beyond their control, have not completed a relatively small part of all course requirements.

I) Attendance and Class Preparation (15% of grade)
On-time class attendance is mandatory. It is vital that every class member attend all class sessions and arrive on time. Arrival on time and remaining in the class without interruption is courteous and respectful to your classmates. After two absences from class, points will be deducted from the student’s final grade. Exceptions may be made for special circumstances (e.g. medical emergencies, dangerous road conditions for commuters). Please submit requests for exceptions via email.

Come prepared! Read, and think about each week’s assigned readings so you can contribute to our class discussions. Do allow sufficient time to read all of the assignments; feel free to keep notes in a journal and a list of questions on the topics and/or readings. The liveliness of our sessions will rely heavily on your preparation of the readings assigned.

2) Reaction Papers and Participation in class (15% of grade)
From time to time reaction/response papers will be assigned – these will not be graded per se, but thoughtful completion of them is required.

In addition to my lectures, students will lead in-class debates, and, as time allows, will report on their own research and analysis of current issues and policy developments. Any student may be called upon to comment on the assigned readings for a given session; it is the nuances and details--of legislation, statutes, regulations, public budgets and other policies--that have significant implications for practitioners!

For each of the Seven Key Controversies we will cover in class from the Moody textbook, four students (2 on each side) will plan and guide our Discussion and Debate. Each Student must choose two of the topic areas below. No more than four students to any one topic area. First come, first served. This will be your focus area for the Discussion and Debate sessions.

- Rationing Health Care for Older People
- Families Providing for their own
- The Choice to End Their Lives
- The Right to Self-Determination: Ability to Make Bad Choices
- Entitlement Programs : Age or Need Based
- The Future of Social Security – the economics of growing old
- Retirement

This assignment will ask you to work in groups to facilitate a participatory lecture/round table discussion and debate about your topic area. The group will select one or two of the questions posed (for writing, reflection and debate) at the end of the section, and provide us a format for conducting Discussion and Debate. Your presentation needs to include a one page handout for entire class –
highlighting discussion questions/points and including references/citations

In general:
- Be prepared to argue for and against both sides of each controversy.
- Connect the readings to your personal experiences, observations of real practice (your professional experiences) or portrayals of this issue in the mass media.
- Become thoughtful observers of various representations of older people in the popular media such as: everyday portrayals on TV sit-coms, dramas and documentaries; marketing health promotion and wellness, medical care and mental health, pharmaceutical marketing, and targeted political advertising.
- Become a critical consumer of reporting on “aging issues” (including Boomer stereotypes) by different reporting sources to various audiences. For example, tune into C-Span for Congressional Hearings, major addresses by prominent officials; President Obama's Inaugural Address; President Obama’s State of the Union Address, Governor Walker’s “2013 State of the State” address, and their Budget Addresses. Compare local area newspapers’ reporting with that of national sources (New York Times, Washington Post, PBS) on breaking issues: Economic Stabilization, The Affordable Care Act, Medicare, Medicaid coverage and how Medicare, Social Security and social services will be affected by recent realignments in the Congress.

**White Paper/Issue Paper**
Each student will complete a complete White Paper of a specific social or health problem affecting older adults.

**Resource Websites:**
http://www.ala.org/yalsa/aboutysla/yalsahandbook/whitepapers
http://www.yourwhitepaper.com/whitepaperstructure.htm

3) **Intro of Topic Area and Problem Definition (10% of grade)**
The Problem addressed in this paper will be (one sentence): My interest in this stems (personally and/or academically) from; My preliminary description of this problem/issue; What is the magnitude or significance of this issue: (# affected directly or indirectly; cost to taxpayers, wasteful spending in private sector) - Ways I plan to explore its further; Information Sources that are relevant.

4) **Full White Paper (40%/30% of grade)**
Your analysis should demonstrate your ability to identify and define a significant social problem, research and synthesize the current theoretical and empirical research literature on this issue, conduct a cursory analysis of data and findings derived from current research articles, and consider possible directions for the resolution of this problem, including typical protocols or proposals for prevention, treatment, and care.

5) **White Paper Presentation (10% of grade)**

6) **Advocacy Letter (10% of grade)**
Students will prepare and send an Advocacy Letter to a specific elected or appointed official (policy maker) recommending/urging him/her to do something about the health problem/issue and/or policy you have studied.
Express your views very clearly and briefly, mentioning the sources of your information, why it is important to you, and how it is connected to this official’s duties. (In other words, why it is relevant to their constituencies, or clients, or disadvantaged persons who they serve.) Begin and conclude by asking the policy maker to do something specific about the issue that is within their span of control.

Usually this should be done in only one concise page, spelling the name correctly, sending to the right office and correct address, with proper title, respectful tone, etc.

Having investigated this issue carefully, you know this official’s interest in and importance to this issue. This may be a “public official” (either elected or appointed, a civil servant, or employed in a position of authority in a non-profit organization) in a position with fiduciary authority. In other words, one who “has standing” (legitimacy) to actually influence (vote, authorize, improve, or investigate) the outcomes of this issue.

Send it! to this person, and submit a copy to me and share any response with me as well.

7  Controversy Responses – 3 credit students only (10% of grade)
In addition to the above requirements, all 3 credit students must complete a one page written response to one of the questions at the end of every chapter related to the 7 topic areas above. These will be due at the start of class on the date the topic is covered in class. Be sure to include citations to back your answers.

Paper Guidelines:

When preparing your assignments, please use a 12-point standard font, 1-inch margins, double-spacing, and page numbering. In addition, please attach a cover page as you would for any academic paper that includes your name, the title of your paper, the date and the name of the course. Properly cite and document your sources, even if they are the texts assigned for this course. Use APA documentation style correctly and consistently. Do staple paper so that individual pages will not be lost.

NOTE: LATE ASSIGNMENT POLICY: All papers are to be emailed prior to class and a hard copy turned in at the beginning of class on the due date. Turning in late papers is strongly discouraged. Papers turned in after the due date will be considered late and receive an automatic three percent deduction. Please keep a copy of all material you hand in.

University Policies
Link to the Secretary of the University Web site that contains the following University policies:  
http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf
Class 1
Welcome and Introductions
Video: Living Old
http://www.pbs.org/wgbh/pages/frontline/livingold/

Assignment: Type and submit via email BY FRIDAY January 26 by 5pm, a short reaction paper to this video – no more than one page. Include what touched/struck you the most you about it and what where your personal reactions.

Class 2
Reflection Review from Living Old
Syllabus and Assignment review
Overview of Course

Aging Population Dynamics and Political Responses

Guest Speaker – Jon Jankowski
Milwaukee County Department on Aging
Program and Policy Coordinator

What is Policy? How is it shaped, how is it influenced?
Aging Policy – Federal, state, local

Required Readings: Moody, Prologue.

Class 3
No In-class Session

Assignment – watch the Inaugural address from Jan 21, 2013 and the State of the State address from Jan 15, 2013

List the Federal or State priorities cited (minimum 6 each)
Which are specifically related to older adults?
In what way will/could each of the Federal and state priorities cited affect older adults?

1-2 page response paper due Friday Feb 7 ay 5pm via email

Class 4
Review Federal and State Governmental Priorities and their impact on Older Adults and Aging Policy-making

Basic Entitlements:

Differences between universal entitlements, Social Insurance, and means tested Social Assistance.
Controversy 4. Should Age or Need be the Basis for entitlement?

Required Readings: Moody, 136-175.

Class 5
Social Protection Against Poverty
Social Security Act
Intent vs. current reality

Required Readings:
Historical Background And Development Of Social Security
http://www.ssa.gov/history/briefhistory3.html
(Full text of 1935 Act)

Controversy 5. What’s the Future of Social Security?

Required Reading: Moody C5, pp 215-250

Class 6Retirement

The 3 legged stool: private savings, occupational pensions, and OAI (Old Age Insurance)
Private Savings. Trends?
Occupational pensions. Trends?
Old Age, Survivors, and Disability Insurance (OASDI).

Controversy 6. Is Retirement Obsolete?

Required Reading: Moody, pp 231-266.

Class 7
Social Protection Against Illness and Disability

The structures of health insurance and health care delivery in the US

Medicare and Medicaid

Required Readings:
http://www.understandingmymedicare.com/history-of-medicare.asp
Assignment:
Review and complete a brief analysis of information available to consumers related to Long term Care on the medicare.gov website by creating a Data Table Comparing the Outcomes (Performance) of Selected Nursing Homes OR Private Home Health Care Agencies. Go to www.medicare.gov

- Find “Nursing Home Compare” and “Home Health Compare,” and choose one for this assignment.
- Review the definitions of terms on this website. These are measures developed for a Medical Facility (Skilled Nursing) to measure Quality of patient care. They were adopted by Congress in 1988 (with COBRA), creating a set of uniform performance requirements for specific levels of care. They are part of the Minimum Data Set (MDS) of measures that facilities submit annually to CMS’ national inspection program that are monitored by the states so they can be compared.
- Review the range of information available for comparing facilities/programs, such as Ownership, Quality Measures, Inspections, Staffing, and Coverage.
- Within a geographic area familiar to you (a zip code or community), select 5 facilities or agencies.
- Select at least for essential measures, Using Excel (or similar software) then construct your own table. It should look something like the model below.
- Input the data on each facility into the sheet, then Sort your data in rank order from Highest to Lowest on different MDS Quality measures on each facility of interest.

<table>
<thead>
<tr>
<th>Facility</th>
<th># staff minutes per patient per day</th>
<th>#staff/100 pts.</th>
<th>Pressure Sores</th>
<th>Restraints</th>
<th>Etc.</th>
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- **Write a short narrative explaining** 1) your reasons for selecting these facilities; 2) which facilities your analysis shows rate the best, and why, highlighting divergences that seem especially important. (Keep in mind facility size, that you must devise ratio measures (# per 100 residents) in order to compare facilities’ magnitude of phenomena - in comparing time (staff effort), use number of minutes (not hrs & minutes). 3). Your conclusions??

Due via email by 6pm on March 19

Class 9
The structures of health insurance and health care delivery in the US - continued

Affordable Care Act

Controversy 7. Should we ration health care for older people?
Class 10
The Older Americans Act

History of and current social programs included in the legislation - Senior Centers, Meals, Transportation, National Family Caregiver Program

Structural basis for service delivery

State’s and Milwaukee County’s Aging Planning Process and the current state priorities and County Plan for Aging

Guest Speaker:  
Stephanie Sue Stein  
Director of the Milwaukee County Department on Aging

Required readings:
http://www.aoa.gov/AoAroot/AoA_Programs/OAA/index.aspx  
Read the intro and the Unofficial Compilation of Older Americans Act, as amended in 2006 and review the Historical Evolution of Programs for Older Americans

Class 11
Discussion of state benefit programs  
Implementing federal policy at the State and local level

State LTC initiatives  
OOA Programs - Senior Centers, Meals, Transportation, National Family Caregiver Program,

Controversy 8. Should families (have to) provide for their own?

Required Readings:  Moody Pg 329-362.

Class 12
Controversy 9. Should older people be protected from bad choices?

Guest Speaker:  
Ramona Williams, MSW  
Program Coordinator, Protective Services  
Milwaukee County Department on Aging

Elder Abuse Laws/Policies/practices

Required Readings: Moody, 363-386.
Class 13
Decision Making, and the End of Life: What are the Choices, Anyway?

Discussion of Data on Quality of Long-Term Care
Advance Directives and “power of attorney”,

Controversy 10. Should people have the choice to end their lives?

Required Readings: Moody, 121-146; 147-178.

Class 14
Semester Review – Wrap up
Class Presentations

Class 15
Class Presentations