**Course Title:** Policies and Services for the Elderly  
**Division Number:** 790  
**Course Number:** 644  
**Credit Hours:** 3  
**Prerequisites:** SW530  
**Location:** Adults and Elderly SWPS Course

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**Course Description:**

This course will examine the social policies, problems, and trends in social programs and services for the aged. We 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 institutions 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, as well as proposals for change. Public, nonprofit, and for-profit programs will be compared in terms of access to benefits and services and in relation to services for the elderly.

**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 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.

**Course Objectives:**

Upon completion of the course, students will be able to:

1. Describe the evolution and organization of policies and services for the elderly in the context of the problems which give rise to the need for such policies and services.
2. Critique the strengths and weaknesses of the U.S. social service delivery system for the elderly and make
comparisons with other countries.

3. Identify the problems facing the development of services for the elderly and suggest approaches to address these challenges.

4. Identify criteria for assessing the success of programs for the elderly.

5. Critically evaluate alternative policies and services for the elderly.

6. Discuss typical ethical concerns related to policies and services for the elderly.

Course Design:
This course will typically involve a combination of lecture and discussion. Guest speakers, multimedia presentations, community visits, and student presentations may be used to supplement and enhance discussion of individual topics.

Relationship of the Course to Four Curricular Themes:

1. Multiculturalism and Diversity will be addressed through analysis of differences in needs among subgroups within society and the differential application and impact of policies and services.

2. 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.

3. 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).

4. Behavioral and Social Science Research will be addressed by the inclusion of theoretical frameworks for understanding social roles, social stratification, and societal functioning among the elderly. The findings of research studies relevant to the design and evaluation of policies and services for older adults will also be included.

Relationship of the Course 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 the elderly. Special emphasis will be given to ethics and values concerning policies and services that provide older people with autonomy.

CLASS DESIGN AND EXPECTATIONS FOR STUDENTS

Class Process:
We will conduct the class in a seminar fashion, which means students will be expected to fully participate in the learning process. Seminars’ will include a range of activities, lectures, guest speakers, discussions, audiovisuals, community visits, and student presentations. The above activities will be integrated at critical points in the semester to facilitate a better understanding of the course content.

Writing Policy:
Good writing skills to express information accurately and concisely to individuals involved in helping client
systems, are a requirement for effective social work practice. Therefore, formal writing assignments for this course (i.e., papers) will be evaluated both for content, ideas presented, and for the clarity of the presentation.

Appropriate referencing is required on all written assignments. *Failure to use quotation marks for short quotations or indentations for longer, direct quotes with appropriate citations will result in a grade of zero as will failure to provide citations for indirect quotations.* If you do not know how to reference a paper, now is the time to learn. Please seek assistance before you submit your assignments. One source is “Writing Term Papers . . .” by professor Kossoudji, in your *Student Guide to the Master’s in Social Work Degree Program*. See also other appropriate university publications for penalties that may result from scholastic dishonesty such as plagiarism or cheating on tests.

*The Publication Manual of the American Psychological Association* is the style manual to be used by all students. **Papers are to be double spaced, typewritten/word processed with a 12-point font.** All papers should be in *narrative format.*

LSA has a College Writing Workshop which faculty of the English Composition Board staffs. Workshop faculty offers students assistance in completing specific assignments or projects to help in improving academic writing skills. Feel free to use this service. Students have found it to be very helpful. For further information contact: **Writing Workshop**

1139 Angell Hall, 1003
734-764-0429

I will grade ALL written assignments according to the following criteria. Please review this section before handing in each of paper:

1. **COMPLETENESS AND THOROUGHNESS:** **MAXIMUM POINTS = 30**
   How fully has the issue been addressed? Has the student sufficiently researched the issue using library resources, interviews, and other means to gain differing perspectives and full knowledge of the issue? Does the paper leave the reader with the impression that major questions have been considered or are important issues not addressed? Has the paper been carefully proofread?

2. **ORGANIZATION AND CLARITY:** **MAXIMUM POINTS = 15**
   Is the paper well written and organized in a logical manner? Are there appropriate transitions between, paragraphs, and sections? Is the sentence structure, syntax, and grammar of appropriate quality for a graduate student? Have subtitles been used to improve organization? Has the student addressed issues in a way that someone unfamiliar with the issue can understand as well as someone knowledgeable about the particular issue?

3. **REFERENCING:** **MAXIMUM POINTS = 25**
   Are there a sufficient number of references? Has the theoretical and empirical literature on the subject been incorporated into the paper? Are the references well integrated in the text of the paper? Has referencing been done appropriately and according to the style of the American Psychological Association?
4. ORIGINALITY AND CREATIVITY: MAXIMUM POINTS = 30

Has the student used his or her analytical skills in a way that suggests more than a restatement of what others have said about the issue? Has the student compared, contrasted, and integrated the different viewpoints and material on the subject in a way that shows that she or he has a thorough understanding of the issue? Has the student suggested points that others have not addressed?

A comment sheet with points earned for each criterion will be returned with each paper.

COURSE REQUIREMENTS

WEEKLY PARTICIPATION IN CLASS - (15% of final course grade)

This course is in part, preparation for your professional career.

a. Each student is expected to display professional behavior in class.

b. Attendance is required, and you are to arrive on time and remain for the entire class.

c. Each student is expected to actively participate in all class activities and discussions.

d. All reading assignments should be completed before class on the day indicated in the syllabus.

e. Class participation is an integral part of the grade and will be judged on quality, not just quantity.

Assignment #1 DIVERSITY PAPER - Paper (20% of final course grade)

Each student will identify a program for older adults that they are interested in, e.g., nursing homes, senior citizen housing, multipurpose senior centers, day care centers, congregate meal sites, intergenerational or volunteer programs.

ਰ You are to focus on the implications of your selected policy or program on a subgroup, other than your own, from a racial/ethnic group, bisexual, lesbian or gay man, or physically challenged individuals.

ゐ Primary source journal articles must be used, in other words, NO BOOKS, CHAPTERS, PERIODICAL OR MAGAZINES. Use professional gerontological journal articles (from or equivalent to the attached Aging Journals List -1993 or later), to briefly describe

ające the history of the problem leading to the development of the policy or program;

 ageing the magnitude of the policy or program;

 ageing socio demographic characteristics of the population affected; and,

 ageing gainers and losers in relation to the services or program.

Address how the content proves, enhances, or disproves some aspect of the assigned reading from the Required texts. You are to use no fewer than six additional sources, three of which must address an underserved population cited above. References should be cited APA style (e.g., Jackson, J.S., 1998), and listed alphabetically at the end of the paper. Assignment #1 should be limited to 4-5 (maximum) double spaced, 12 point font typed pages. This assignment accounts for 20 percent of the course grade. Please meet with the professor to discuss or clarify any of your ideas or selections.

Papers are DUE: January 29, 2001. Late assignments will not receive full credit.

Assignment #2 - Integration Papers or Discussion Leaders
Select a current (1995-2001) journal article that catches your interest and prepare a well-thought-out two-page (typed and double spaced) statement that includes a brief summary of featured points.

- You are to address how the content proves, enhances, or disproves some aspect of the same weeks assigned reading from the Gelfand and/or Caro, et al., text.
- Be prepared to discuss the issues, policies, programs, and implications for the future, in light of the changing older American sociodemographics.
- There are a total of 5 weekly papers based on class topics. Papers are due:

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<tr>
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<th>Due Date</th>
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<tr>
<td>1</td>
<td>January 22, 2001</td>
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<td>2</td>
<td>February 5, 2001</td>
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<td>5</td>
<td>March 26, 2001</td>
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Papers are to be turned in at the end of each class period.

In lieu of the five papers, you have the option of acting as a discussion leader (usually no more than two students per class). Classes are limited to allow for outside speakers.

Discussion Leaders - will select a class session, listed below that is of interest to them.

  January 22, 2001 - Race, Class, Gender, and Aging
  February 5, 2001 - Employment, Retirement, Income
  March 6, 2001 - Mental Health
  March 12, 2001 - Long-Term Care
  March 26, 2001 - Programs for the Aged - Multipurpose Senior Centers; Nutrition; Transportation

By the 2nd class session, those wanting to be discussion leaders must sign up with the instructor.

Leaders will:
- Prepare a set of questions to guide the reading and discussion of your assigned chapters/articles. The questions should highlight the main issues with respect to
  - the history of the problem leading to the development of the policy or program;
  - the magnitude of the policy or program;
  - socio demographic characteristics of the population affected; and,
  - gainers and losers in relation to the services or program.
  - and implications for gerontological social work practitioners.

REMEMBER---QUESTIONS SHOULD BE PREPARED IN ADVANCE for review by instructor, and for class distribution at least ONE week before the class presentation. I will duplicate materials for distribution if received in a timely manner (not immediately before class).

- Read current journal articles on your topics to gain additional expertise in this area.
Prepare an outline of the material you wish to cover and other learning aids you see fit (e.g., overhead transparencies).

After your class, hand in the notes for the presentation and the references (this does not mean a formal paper, literally your notes).

Lead the class discussion on the assigned topic, based on the questions developed.

Be sure to time your presentation since you may take no more than half of the class period.

Papers are DUE: On the day of the presentation. Late assignments will not receive full credit.

Integrative Policy Debate Paper - (35% of final course grade)

This assignment is to build on what you have learned during the semester. An understanding of social policies and social programs for the older adult, will further develop and/or hone your critical thinking skills. The policy debate paper is designed to give each student an opportunity to critique the strengths and weaknesses of a social service policy or program for the elderly. While citing past research into the social issues and efforts to resolve them can serve to lend support to an analysis of various debates on current controversies in social policies, they cannot replace strong critical thinking. Thus, this assignment will assist each student in the development of critical thinking and analytic skills. To pull everything together, each student is to work on this project throughout the semester.

The proposed issues for debate are from Scharlach, A.E., & Kaye, L.W., Eds. (1997). Controversial Issues in Aging. Boston: Allyn & Bacon. While you may use the format in Controversial Issues . . . as a guide, you are to develop your own arguments with other references. Be creative in your thinking. And, remember, “Two people could analyze the same policy with different arguments and recommendations, because the analysis reflects the analyst’ view of the world.” No rejoinders (as in the text) are necessary.

You are, however, to clearly state your issue, and your supported opinions in a debate format

Select one of the following topics for research and a critical debate of both the pros and cons:

- Should Social Security benefits be reduced for high-income individuals?
- Should eligibility for Medicare be means tested?
- Should the Aging Network be dismantled?
- Should age be abandoned as a basis for program and service disability?
- Are the elderly benefitting at the expense of younger Americans?
- Should older persons have the right to commit suicide?
- Should health care be rationed by age?
- Is managed care good for older persons?
Every effort should be made to remain objective and include arguments on all sides of the issue. Every argument is to be supported by data (from the professional gerontological literature, statistics, etc.) and logic. Remember that opposing views must be presented and also supported by the literature. On the basis of the pro’s and con’s of the debated topic, you must summarize your final conclusions in a logical manner.

This assignment should be limited to 8 - 10 typed pages. Readings from the class may be used, but the assignment should cite no fewer than 10 additional references (not from required class readings and no more than 3 from the internet). The paper will account for 35 percent of the course grade. References should be current (1993 or later). References should be cited APA style (Jackson, 1995) and listed alphabetically at the end of the paper. Please feel free to meet with the professor to discuss or clarify any of your ideas or issues.

Papers are DUE: APRIL 9th or 16th 2001. Late assignments will not receive full credit.

FINAL COURSE GRADING

Grades will be determined by adding the scores from the articles and responses, integrative research paper, and classroom participation, and converting the numerical grade into a letter grade using the following scale:

A+ = 101% +  
A   = 100% - 96% 
A-  = 95% - 91%
B+  = 90% - 86%
B   = 85% - 83%  
B-  = 82% - 80%
C+  = 79% - 76%
C   = 75% - 73%
C-  = 72% - 70%
<69 No Credit

Grading Procedure:
Each student will be graded on the basis of his/her performance in each area of activity outlined below:

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<tr>
<th>Assignment</th>
<th>Grading</th>
<th>Due</th>
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<tbody>
<tr>
<td>Diversity - Paper</td>
<td>20%</td>
<td>January 29, 2001</td>
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<tr>
<td>Integrative Papers or Discussion Leaders</td>
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<td>Programs for the Aged</td>
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<tr>
<td>Policy Debate Paper</td>
<td>35%</td>
<td>April 9/16, 2001</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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</table>
You may figure your final grade by your:

Diversity Paper \[ \_ \_ \_ \times 20\% \text{ or } 0.20 = \_ \_ \_ + \]
Integrative Multi-Ethnic Community Agency Visits & Paper \[ \_ \_ \_ \times 30\% \text{ or } 0.30 = \_ \_ \_ + \]
Policy Debate Paper \[ \_ \_ \_ \times 35\% \text{ or } 0.35 = \_ \_ \_ + \]
Class Participation \[ \_ \_ \_ \times 15\% \text{ or } 0.15 = \_ \_ \_ + \]

\[ \text{Final Grade} = \_ \_ \_ \]
COURSE OUTLINE AND REQUIRED TEXT


Limited copies of following text available for those who would like a broader overview of the field.

SUPPLEMENTAL READINGS: Additional readings are a part of the formal assignment. Handouts will also be distributed during the semester.

UNIT ONE

**HISTORICAL BACKGROUND - THE AGING NETWORK**

**Week 1 - January 8, 2001**

**Introductions**
- Course overview
- Myths and realities of aging (debunking of common myths)

**Required Readings:**
Gelfand, D.E.: The Older American, 1-10
* Caro, F.: Advancing Aging Policy as the 21st Century Begins, 1-6

**Video:** “Myths & Realities of Aging”

**Week 2 - January 15, 2001 No Class**

MARTIN LUTHER KING JR. DAY CAMPUS CELEBRATION
“And let us move on in these powerful days, these days of challenge, to make America what it aught to be.”

Week 3 - January 22, 2001 STUDENT DISCUSSION LEADERS

Race, Class, Gender, and Aging
- Generational claims
- Growth of diversity in older population
- Longevity and increasing life span

Required Readings:
* Nusberg, C.: Towards a Society for All Ages, 31-9
* Policy Development and the Older Latino Population in the 21st Century, 177-87

January 29, 2001

Program & Diversity Paper
Week 4 - January 29, 2001

**Historical Perspective**
- Policy and programs
  - The Older Americans Act of 1965 - as Amended in 2000

**Required Readings:**
- Gelfand, D.E.: Legislative Bases for Programs and Services, 11-28

**UNIT TWO**

**WORK, RETIREMENT, ECONOMIC STATUS**

Week 5 - February 5, 2001 - STUDENT DISCUSSION LEADERS

**Employment, Retirement and Income**
- Financial well-being
- Federal programs for the employment of the older population
- Labor force trends
- Early retirement

**Required Readings:**
- Gelfand, D.E.: Age, Employment, and Income Maintenance, 29-44
- Gelfand, D.: Employment, Volunteer, and Educational Programs, 111-22
- Bass, S.A.: Emergence of the Third Age: Toward a Productive Aging Society, 7-17
- Achenbaum, A.: The Elderly’s Future Stake in Voluntary Associations, 41-47
- Reday-Mulvey, M.A.: Gradual Retirement in Europe, 49-59
- Schmahl, W.: Increasing Life Expectancy, Retirement Age, & Pension . . . , 61-59
- Barth, M.C.: An Aging Workforce in an Increasing Global World, 83-87

Week 6 - February 12, 2001

**Social Security**
- Precedents to Social Security
- The 1935 law & major amendments

**Required Readings:**
- Gelfand, D.E.: Age, Employment, and Income Maintenance, 29-44

**UNIT THREE**

**HEALTH CARE POLICIES & SERVICES**

Week 7 - February 19, 2001

**Health Care Issues**
- Health care programs
- Medicare
- Medicaid
- Managed care
Required Readings:
Gelfand, D.E.: Illness, Medical Care, and Income Maintenance, 45-58; Health & Mental Health, 69-73

Week 8
February 26, 2001
Spring Break!
Week 9 -  March 6, 2001 - - STUDENT DISCUSSION LEADERS

Mental Health
   Age-related facts
   Availability of resources
   Responsibility for care

Required Readings:
Gelfand, D.E.: Health & Mental Health, 73-81

Week 10  March 12, 2001 - - STUDENT DISCUSSION LEADERS

Long-Term Care
   Institutionalization
   Quality of life

Required Readings:
Gelfand, D.E.: Long-Term Care Residences, 204-23

UNIT FOUR
PROGRAMS & COMMUNITY SERVICES

Week 11 March 19, 2001 - - STUDENT DISCUSSION LEADERS

Programs for the Aged
   Characteristics
   Purpose
   Users

Required Readings:
Gelfand, D.E.:  Information and Assistance,  61-8; Services for the Aged, 135-7

Week 12  March 26, 2001

Services and Supports for the Older Adult
   Characteristics
   Purpose
   Users

Required Readings:
Gelfand, D.E.:  Multipurpose Senior Centers,139-53; Nutrition Programs, 123-33; Transportation, 82-90
* Cobb, R.W., & Coughlin, J.F.: How Will We Get There from Here? . . . . 201-9

Week 13  April 2, 2001

Services for Independent Living
   Housing policies and programs
   Major issues - problems
   Options
Income constraints

**Required Readings:**

Gelfand, D.E.: Housing, 154-78; In-Home Services, 179-91; Adult Day Care, 192-203

* Nyman, J.A.: Continuing Care Retirement Communities and Efficiency . . . . 89-97


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**Week 14 April 9, 2001 - - STUDENT DEBATES**

**Services for Independent Living** (continued)

- Social services
- Case management
- Adult protective services

**Required Readings:**

Gelfand, D.E.: Crime and Legal Assistance Programs, 111-22

* Yates, J., & Gillespie: The Elderly and Prison Policy, 167-75

* Kane, R.L.: The Chronic Care Paradox, 107-13

**UNIT FIVE**
Week 15  April 16, 2001
The future of gerontological social work
Course summation
Required Readings:
Gelfand, D.E.: Challenges for the Aging Network, 224-32

Good Luck!
Journal of Women & Aging  
Policy & Practice of Public Human Services  
Social Security Bulletin  
(The) Social Service Review  
Social Work  
Social Work Abstracts  
Social Work Research  
Research on Aging Social Policy


