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.

**Intensive focus** for this course is social justice, oppression and power relationship’s for implications on social policies and services for the elderly. The “political economy of aging,” a major paradigm by Dr. Carol Estes and her colleagues is used to critically analyze policies and services provided to older people. The political economy of aging, addresses the “interlocking systems of oppression”, of race, class, gender, and aging thereby creating an excellent model for understanding oppression and privilege, and proposals for change.

**Course Objectives:**

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

- 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.
- Critique the strengths and weaknesses of the U.S. social service delivery system for the elderly and make comparisons with other countries.
- Identify the problems facing the development of services for the elderly and suggest approaches to address these challenges.
- Identify criteria for assessing the success of programs for the elderly.
- Critically evaluate alternative policies and services for the elderly.
- 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:**

**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.

**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.

**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).

**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:

*Student Writing Workshop*
1139 Angell Hall, 1003
734-764-0429

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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.
Each student is expected to display professional behavior in class.
Attendance is required, and you are to arrive on time and remain for the entire class.
Each student is expected to actively participate in all class activities and discussions.
All reading assignments should be completed before class on the day indicated in the syllabus.
Class participation is an integral part of the grade and will be judged on quality, not just quantity.

Student Project #1 - PROGRAMS & DIVERSITY PAPER (25% of final course grade)

Each student will be assigned a policy/service for older adults that is based on topical areas and chapters in the Gelfand text. A primary purpose of this assignment is to help students gain knowledge of existing Programs for the Aged, their characteristics, purpose and users.

Information and Assistance, 61-8
Services for the Aged, 135-7
Multipurpose Senior Centers, 139-53
Nutrition Programs, 123-33
Transportation, 82-90
Housing, 154-78
In-Home Services, 179-91
Adult Day Care, 192-203
Crime and Legal Assistance Programs, 111-22
Employment, Volunteer, and Educational Programs, 111-22

There are two parts to this assignment a paper and a class presentation. Both are due on the same day, as specified in the syllabus.

PART ONE - Paper

No more then 2 individuals will be allowed to focus on any one area. Topics will be assigned no later than the second class, January 14, 2003.

Once you select your area of study you are to read and use the content from the appropriate chapter, listed above, in the Gelfand text.

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.

Primary source professional 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 among other factors:
the history of the problem leading to the development of the policy or program;
the diversity and human differences of policy and/or program participants;
socio demographic characteristics of the population affected;
system and mechanisms that create and support oppression and or privilege in the policy or
program, and
documentation of the main social justice issues, policies and services addressed by the agency.

Address how the content proves, enhances, or disproves some aspect of the Estes et al.,
paradigm. You are to use no fewer than six outside sources (plus the citations from the required
readings), three of which must address the selected population under study. 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 5-6 (maximum) double spaced, 12 point font typed pages. This assignment
accounts for 25 percent of the course grade. Please meet with the professor to discuss or clarify
any of your ideas or selections.

PART ONE - Oral Presentations
Since two students may be addressing one topical area, the oral presentation will be in a group
format to avoid unnecessary duplication and to insure each group adequate time (no more than 15
minutes for each topic. Students’ will evaluate the oral presentations. A form will be provided by the
instructor.

Assignments are DUE: As specified in the syllabus Late assignments will not receive
full credit.

Student Project #2 - Integration Papers (30% of final course grade)

Each student is to select a current (1995-2003) professional journal article (from attached list of Journals
or equivalent) that addresses some aspect of the same weeks assigned readings policy or program
issue, and prepare a well-thought-out two to three page (typed and double spaced) position paper that
includes:

A brief summary of featured points in the article.
How the content relates to Estes, et al., “political economy of age,” and
Specific relationship to intensive foci, and what social justice could look like.
Be prepared to discuss the issues, policies, programs, and implications for the future, in light of
changing older American socio demographics in class.

There are a total of 4 integrative papers for the class. Papers are due:

#1 February 4, 2003 Race, Class, and Aging
#2 February 18, 2003 Sex, Gender, and Aging
#3 March 18, 2003 Employment, Retirement, and Income
#4 April 8, 2003 Mental Health

Papers are to be turned in at the end of each class period.
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, the purpose of this assignment is to give students the opportunity to demonstrate their understanding of the “political economy of aging” paradigm and the implications for social justice. This assignment will assist each student in the development of their critical thinking and analytic skills. Each student is expected to work on this project throughout the semester. At least two people are to work on a selected debate topic with one presenting the pro’s and the other the con’s.

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. The selected substantive debate questions are (not in order of presentations):

1. Should Social Security benefits be reduced for high-income individuals?

2. Can age discrimination in employment be eliminated?

   Should older legal immigrants be eligible for SSI?

   Will baby boomers consume the federal budget?

   Should health care be rationed by age?

   Should eligibility for Medicare be means tested?

   Should government policy encourage age integrated life course?

   Should driving for older people be restricted?

   Should grandparents have visitation rights after a divorce?

Both the pro’s and con’s of the debate question should be extensively researched and documented. Every effort should be made to remain objective and include arguments on all sides of the issue. Here again, the Estes Paradigm is to be used, and 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 manner that moves in the direction of social justice.
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 30 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: As specified in the syllabus 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>101% +</td>
</tr>
<tr>
<td>A</td>
<td>100% - 96%</td>
</tr>
<tr>
<td>A-</td>
<td>95% - 91%</td>
</tr>
<tr>
<td>B+</td>
<td>90% - 86%</td>
</tr>
<tr>
<td>B</td>
<td>85% - 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 76%</td>
</tr>
<tr>
<td>C</td>
<td>75% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72% - 70%</td>
</tr>
<tr>
<td>&lt;69</td>
<td>No Credit</td>
</tr>
</tbody>
</table>

Grading Procedure:

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Paper #1</td>
<td>25%</td>
<td>In the syllabus.</td>
</tr>
<tr>
<td>Integrative Papers</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Race, Class, and Aging</td>
<td></td>
<td>February 4, 2003</td>
</tr>
<tr>
<td>Sex, Gender, and Aging</td>
<td></td>
<td>February 18, 2003</td>
</tr>
<tr>
<td>Employment, Retirement, and Income</td>
<td></td>
<td>March 18, 2003</td>
</tr>
<tr>
<td>Mental Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Debates #3</td>
<td>30%</td>
<td>April 8, 2003</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td>In the syllabus.</td>
</tr>
</tbody>
</table>

You may figure your final grade by your:

\[
\text{Final Grade} = \frac{\text{Diversity Paper #1} \times 0.25 + \text{Integrative Papers} \times 0.30 + \text{Student Debate #3} \times 0.30 + \text{Student Participation} \times 0.15}{1.00}
\]

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COURSE OUTLINE

Required Text:


Library Reserve:

Supplemental Readings:
Additional readings, such as special issues of *The Public Policy and Aging Report*, will be a part of the formal assignment. Handouts will also be distributed during the semester. Handouts will also be distributed during the semester.

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UNIT ONE

HISTORICAL BACKGROUND - THE AGING NETWORK

Week 1 - Jan. 7, 2003
  Introductions
    Course overview

Week 2 & 3 - Jan. 14 & 21, 2003
  Historical Perspective
    Policy and programs
    The Older Americans Act of 1965 - as Amended in 2000
  Required Readings:
    Gelfand, D.E.: The Older American, 1-10.
    Handout: The Older Americans Act as Amended, 2000.

Week 4 & 5 - Jan. 28 & Feb. 4, 2003
  Political Economy of Aging Framework
    Political, economic and social conflicts
    Power struggles - differing ideologies
    Systems of oppression
  Application of Critical Perspective Approach
    Aging and health from gerontological, political, feminist, & cultural foundation
  Required Readings:
**Week 6 - Feb. 11, 2003 - Student Group Presentations**

**Programs for the Aged, their characteristics, purpose and users.**
Gelfand: Information and Assistance, 61-8
Transportation, 82-90
Crime and Legal Assistance Programs, 91-110
Nutrition Programs, 123-33

**Processes that Shape Old Age, Aging & Policy Formulation**
Medicalization, commodification, privatization & rationalization

**Required Readings:**

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**UNIT TWO**

**Work, Retirement, Economic Status**

**Week 7 - Feb. 18 - Student Group Presentations**

**Programs for the Aged, their characteristics, purpose and users.**
Gelfand: Employment, Volunteer, and Educational Programs, 111-22.
Services for the Aged, 135-7

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

**Political Economy of Sex & Gender -**
Creation and perpetuation of economic and social dependency of women
Inequality resulting from dependency
Economic and social well being
Social support, mortality, morbidity and the use of health care

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

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**Week 8 - Feb. 25, 2003**

Spring Recess!