THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 607I (also DENT 607, FMME 435, HPAAA 607, MEDI 297, MEDI 435, NURS 607, HMSC 607, PHPR 607)

COURSE TITLE: AGING AND PUBLIC POLICY

SEMESTER: Spring 2009; Mondays 6:00 to 8:50 PM
Sheps Center for Health Services Research, 725 Martin Luther King Blvd, Room 150

INSTRUCTOR:
Susan K. Fletcher, Doctoral Candidate, MSW, MA
Doctoral Candidate
Hartford Doctoral Fellow
Office:
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Cecil Sheps Center for Health Services Research, 725 Martin Luther King Blvd.
Room 116
The BEST way to reach me is by e-mail: skfletch@email.unc.edu

OFFICE HOURS: By appt.

COURSE DESCRIPTION: This course is an advanced policy curriculum. Students will analyze public policy issues resulting from the growth of the older adult population, including an in-depth analysis of emerging issues and controversies.

COURSE OBJECTIVES: Upon completion of the course students will be able to demonstrate the following:
1. An understanding of policy-making processes at federal, state and community levels;
2. Application of a theoretical framework for analyzing public policy;
3. An understanding of the profile of the older populations at the national, state and community levels and an ability to identify the major social, economic, and health conditions facing the elderly;
4. An ability to review current policies and programs; assess assets and liabilities of current policies and note implications/issues for development of future policies;
5. Knowledge of aging and public policy issues as they pertain to diverse, special needs of marginalized populations;
6. An understanding of other national approaches to addressing public policy issues and aging.

EXPANDED DESCRIPTION:
The Aging and Public Policy course is designed to provide students in all disciplines, including graduate students and upper level undergraduates, with an understanding of the policy issues facing the nation, state and community levels of government brought about by the needs of the aged population. Students will learn how to critically examine public
policy issues and the forces in play that effect policy development. The course’s content is relevant to students who plan to work with older adults and need an understanding of the basic policy underpinnings of the major programs effecting older persons. The course is cross-listed in a variety of departments and schools, including dentistry (DENT 607), family medicine (FMME 297, 497), medicine (MEDI 297, 497), nursing (NURS 607), pharmacy (PHPR 607), physical therapy (HMSC 607), and social work (SOWO 601, formerly 266). The prerequisite for social work students is SOWO 101.

REQUIRED TEXTS:

TEACHING METHODS
The course will be conducted as a modified seminar, with some lecture material from the instructor and selected guest speakers and the remainder of sessions devoted to discussion of course materials and topics, role play, and exercises. Students will participate with instructor in developing a supportive learning environment that fosters open communication and respectful listening to and reflection on the ideas, views and values of their classmates as they pertain to the readings and assignments.

Faculty reserve the right to amend the contents of this syllabus. Students will be advised of any changes in a timely manner.

POLICY ON ATTENDANCE, INCOMPLETES AND LATE ASSIGNMENTS
If you cannot attend a class due to illness or family emergency, please phone or email me before missing the class. Students who need to be absent for religious reasons, family emergencies, or illness should inform the instructor in advance.

In the event that you do have an excused absence, you are still responsible for the assigned readings and submitting any assignments due the day you missed. Late assignments will be accepted and/or incomplete grades assigned in special situations, with prior approval by the instructor. Without prior arrangements with the instructor, late assignments will be reduced by 2 points for each day they are late (including weekend days). Please talk to me in person if serious conflicts arise, preventing attendance or completion of assignments.

POLICY ON ACADEMIC DISHONESTY
Please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating, "I have not given or received unauthorized aid in preparing this written work.” In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.
POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities which affect their participation in the course should obtain certification from the Office of Disability Services and notify the instructor on the first day of class if they require special accommodations.

GRADING SYSTEM

Numeric scores will be combined in their proportionate value and converted for the assignment of a final grade, using the following scale. *

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
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<tbody>
<tr>
<td>H</td>
<td>94-100</td>
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<td>P</td>
<td>80-93</td>
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<tr>
<td>L</td>
<td>70-79</td>
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<tr>
<td>F</td>
<td>69 and below</td>
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Overview of Assignments

<table>
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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-term</td>
<td>30%</td>
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<tr>
<td>Poster</td>
<td>35%</td>
</tr>
<tr>
<td>Oral presentation of poster</td>
<td>10%</td>
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<tr>
<td>Summaries or articles</td>
<td>20%</td>
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<tr>
<td>Verbal presentation of articles</td>
<td>5%</td>
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A mid-term will cover all material from class, including presentations, discussions and readings. The mid-term will account for 30% of the final grade.

Each student will select a specific policy of interest. This may be a current or past policy related to the field of aging. Using the RE-AIM evaluation model, students will evaluate the effectiveness of the policy and display their findings on a 3’x5’ poster (with hard backing). These posters will be presented on the day of finals and will be evaluated by the instructor as well as experts from various disciplines. The poster grade will account for 35% of the final grade. Each student will be assessed on the quality of the poster as well as the oral presentation of their poster. The oral presentation will account for 10% of the final grade.

There will be basic reading assignments for each class. Starting February 9th, students are required to find one article, research report and/or policy brief that is relevant to their policy issue per class. Articles may be found in peer-reviewed journal articles, websites included in the syllabus or other sources appropriate for graduate level work. The readings should be approximately 12-30 pages in length, be published after 2002 and should relate to your topic of interest! A one or two paragraph summary with reference will be turned in at the beginning of each class. This will allow students ample time to obtain and critically analyze readings necessary to prepare an appropriate and quality poster. Summaries of the articles (total of 10) counts towards 20% of your grade. Please post the summary on blackboard (to be discussed).
Students will be randomly chosen to discuss their articles in class. When selected, students must be able to articulate the key points of the article as well as provide their critic of the article. Those students not presenting, will be expected to participate in the discussion by asking relevant questions. Presentation of articles will account for 5% of your grade.

GRADING RUBRICS

Grading Rubric for Poster: 35% Final grade

Introduction: 25%
- Clearly defines the need for policy change from a historical and theoretical perspective
- Explains intended solution including target populations
- Explains how policy will be implemented including funding sources

Application of RE-AIM model: 20%  
Reach  
Effectiveness  
Adoption  
Implication  
Maintenance

Discussion: 30%
- Critical analysis of unintended consequences
- Areas where policy may be altered in order to lessen health disparities, extend reach, maintain over time, etc.
- Discuss viable solutions and challenges to implementing those solutions

Writing Quality 15%

Oral Presentation of Poster: 10% final grade
1. Organized presentation 20%
2. Professional appearance 20%
3. Convincing arguments 20%
4. Attention to time 20%

Grading Rubric for readings: 20% of final grade
1. Turned in on time 20%
2. Appropriate references 20%
3. Applicable to student area of interest 20%
4. Writing quality 20%

Grading Rubric for oral presentation of readings: 5% of final grade
1. Clearly explained article 40%
2. Use of critical thought 40%
3. Attention to time 20%
CLASS SCHEDULE

Jan. 12 INTRODUCTION & AGING ISSUES
Reading assignment for next class:
- Moody 1-25, 133-173
- Review: How our laws are made: http://thomas.loc.gov/home/lawsmade.toc.html (downloaded: Blackboard)
- Review public policy matrix on Blackboard

Jan 19 NO CLASS

Jan 26 POLICY THEORY AND PROCESS
Reading assignment:
- Moody 199-266
- Chapter 4, Dobelstein chapter (will be posted on Blackboard or distributed in class)

Feb. 2 HISTORY OF AGING POLICY
Guest Speaker, Dr. Andrew Dobelstein
Reading Assignment: both on Blackboard

Feb. 9 EVALUATING POLICY
Reading Assignment* From now until the end of the semester, students must bring an additional article to class and be prepared to provide overview and critique.
- Moody, 267-298, 329-349

Feb. 16 FEDERAL POLICY
Reading assignment
- http://www.ncdhhs.gov/aging/ review thoroughly
Feb. 23 STATE POLICY
Guest speaker Dennis Streets, Director North Carolina Division of Aging and Adult Services
Reading assignments
- [http://www.tjaaa.org/ REVIEW!!](http://www.tjaaa.org/)

March 2 LOCAL POLICY
Guest speaker Joan Pellitier, Director, Triangle Area Agency on Aging
Reading assignments:
  Review:

March 9 NO CLASS

March 16 INTERNATIONAL PERSPECTIVES
No readings: review for mid-term

*STUDENTS MUST STILL POST AN ARTICLE REVIEW*

*March 23 MIDTERM/ Poster Information/GROUPS*
Reading assignment:
- MOODY 299-328

March 30 ETHICAL ISSUES AND AGING POLICY
Guest speaker: Gregory Bechtel, PhD
Reading assignment:
- Moody 381-387

April 6 VULNERABLE POPULATIONS AND HEALTH DISPARITIES
- Moody 389-417
- NC Division of Aging and Adult Services: Advance Directives, at: [http://www.ncdhhs.gov/aging/direct.htm](http://www.ncdhhs.gov/aging/direct.htm)
- Krakauer, Crenner, Fox (2002) *Barriers to optimum end-of-life care for minority patients*. Ethnogeriatrics and Special Populations. 50. 182-190
April 13 DEATH, DYING, AND POLITICS
Reading assignment:
- handout

*April 20 ADVOCACY/GROUPS
Assignment: prepare rough draft of poster and oral presentation.

*April 27 OT STUDENTS PRESENTATIONS
GROUPS

May 4 POSTER PRESENTATIONS

Websites that may be helpful:

Thomas.gov : Acting under the directive of the leadership of the 104th Congress to make Federal legislative information freely available to the Internet public, a Library of Congress team brought the THOMAS World Wide Web system (named after Thomas Jefferson, upon whose library the Library of Congress was founded) online in January 1995, at the inception of the 104th Congress. The first database made available was Bill Text, followed shortly by Congressional Record Text, Bill Summary & Status, Hot Bills (now covered under the headings "Congress Now" and "Major Legislation"), the Congressional Record Index, and the Constitution (now found, along with other historical Congressional documents, under the "Historical Documents" category on the THOMAS home page). Enhancements in the types of legislative data available, as well as in search and display capabilities, have been continuously added.

AARP http://www.aarp.org
AARP Research Center www.aarp.org/ageline/researchtogo
Center for Budget and Policy Priorities www.cbpp.org
Center for Law and Social Policy www.clasp.org
Center for the Study of Social Policy www.cssp.org
Health Policy Watch http://www.healthpolicywatch.org/
The Urban Institute http://www.urban.org
Institute for Women’s Policy Research www.iwpr.org
Older Women’s League www.owl-national.org
Kaiser Family Foundation www.kff.org
Pew Foundation www.pew.org
The Urban Institute www.urban.org
Commonwealth Foundation www.cmwf.org
The Century Foundation http://www.tcf.org
Anne E Casey Foundation www.aecf.org
National Center for Policy Analysis www.teamNCPA.org
National Center to Preserve Social Security and Medicare www.ncpssm.org
Social Security Administration http://www.ssa.gov
Center for Medicare and Medicaid http://www.medicare.gov
National Hospice and Palliative Care Assoc. http://www.nhpco.org
National Respite Coalition www.archrespite.org/NCR.htm
U.S. Census Bureau. www.census.gov
Community Transportation Association of America http://www.ctaa.org
Congressional Legislation www.thomas.loc.gov
U.S. Senate www.senate.gov
North Carolina Division of Aging and Adult Services http://www.ncdhhs.gov/aging/
Administration on Aging www.aoa.dhhs.gov
NC General Assembly http://www.ncga.state.nc.us
White House www.house.gov
GAO: http://www.gao.gov/
http://nihseniorhealth.gov/index.html
International Longevity Center-USA
National Aging Information and Referral Support Center
UNC Institute on Aging
National Archive of Computerized Data on AgingHealthWeb: Geriatrics and Gerontology.
MedWeb, use the search term geriatrics
Resource Centers for Minority Aging ResearchMacular Degeneration Foundation.
Osteoporosis and Related Bone Diseases~National Resource Center Nursing Home
Compare National Long-Term Care Ombudsman Resource Center.Employee Benefit
Research Institute. Center for Retirement Research

Check the newspaper articles folder on Blackboard.