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, HMS 607, PHPR 607)

COURSE TITLE: AGING AND PUBLIC POLICY

SEMESTER: Spring 2008; Mondays 6:00 to 8:50 PM
School of Social Work, UNC Chapel Hill Room 114

INSTRUCTOR:
Susan K. Fletcher, MSW., MA, Hartford Doctoral Fellow
Monday: Office 335-F (Field Office) (Mondays) Tate-Turner & Kuralt Building, 301 Pittsboro St., CB 3550. Chapel Hill, NC 27599-3550
Phone: 919-843-7512
Tues-Friday: Sheps Center for Health Services Research, 325 Pittsboro St.
Phone: 919-843-8877
The BEST way to reach me is by e-mail: skfletch@email.unc.edu
OFFICE HOURS: Mondays 4-5:30 pm or by appt. Field Office 335-F

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:
   CQ Press.

Supplemental weekly readings will be available on blackboard or provided to students
by the instructor.

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
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.

**OTHER POLICIES/GENERAL INFORMATION**
I request electronic copies of all assignments be sent **by 5:00 pm on the day they are due**! I will verify receipt of the assignment via e-mail. If you are not sure if the assignment was received, a hardcopy may be provided at the beginning of the class. Unless prior arrangements have been made with the instructor, papers will be marked late if they are not submitted on time.

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

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**Overview of Assignments**
- Class attendance & participation: 10%
- Facilitating class discussion: 20%
- Two written assignments: 25%
- Final policy analysis: 35%
- Presentation of analysis: 10%

* Appropriate grading scales will be used for students enrolled in schools other than social work.
*If something happens during the quarter that conflicts with your participation or timely completion of assignments, please come and talk with me, either during my office hours or by appointment. I will do my best to work with you to ensure that you complete the class on time and do as well as possible.
CLASS SCHEDULE
Jan. 14 Introduction

Readings for next class
1. Bardach, pgs. xxi-91
2. Hudson, pgs 1-42

Facilitator readings:

Assignments: Review literature and decide on topic for policy paper. Write 2 paragraphs on topic and rationale for choosing the topic (Problem statement)

Jan 21 NO CLASS

Jan 28 Policy theory and process
NOTE: Problem statement due for policy analysis
Guest speaker: Karen Regan, JD. Director, Office of Federal Affairs, UNC

Readings for next class
1. Moody: 163-190

Facilitator Readings:

Feb.4 Social Security and Aged-based policy

Readings for next class:

Facilitator readings:
3. Review AARP Public Policy Institute

**Assignments:** Readings for policy paper due (optional)

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**Feb. 11 State level policy**

**NOTE:** Readings for the policy paper due

*Guest speaker Dennis Streets,* NC Division of Aging and Adult Services

**Readings for next class**

1. Hudson Chapter 14: Using local tax levies to fund programs for older people pp 294-304
2. Moody 133-142
3. [http://www.tjaaa.org/services/welcome.htm](http://www.tjaaa.org/services/welcome.htm) Review all links to services

**Facilitator readings:**


**Assignment:** Policy Brief

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**Feb. 18 Local Policy**

**NOTE:** Policy Brief Due

*Guest Speaker, Joan Pellitier,* Director, Triangle J Council on Aging, Durham

**Readings for next class**

1. Moody, 191-198
2. Bardach 91-106

**Facilitator readings:**


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**Feb. 25 Generational Conflict and Policy**

**Readings for next class**

1. Moody, 267-328
2. Hudson, 219-243

Facilitator readings:
1. Medicaid: An Overview
   http://www.aarp.org/research/assistance/medicaid/fs102r_medicaid.html

Assignment: Outline of policy paper (optional)

March 3: Health Care Part I
NOTE: Outline of policy paper due

Readings for next class
1. Hudson 219-243
2. Bardach, Part III
3. Kaiser Family Foundation. Medicare: a timeline of key developments:
   http://www.kff.org/medicare/medicaretimeline.cfm

Facilitator readings: TBD

Assignment: Position Paper

March 10 NO CLASS

March 17 Medicare Part D and Ethical Issues Related to Health Care
NOTE: Position Paper due.
Guest Speaker: Gregory Bechtel, MPH, PhD.

Readings
1. Hudson 109-156

Facilitator readings

March 24 Retirement

Readings for next class
1. Moody: 329-358
2. Hudson, ‘244-262

Facilitator readings:

March 31 Senior Housing

Readings for next class
1. Moody, 363-383
2. Hudson: 156-180

Facilitator readings:
2. Watch assigned video prior to class.

April 7 Vulnerable populations

Readings for next class
1. Moody, pgs 389-416
2. Palliative Care Policy Center, “Living well at the end of life: Adapting health care to serious chronic illness in old age.” Available at: http://www.medicaring.org/whitepaper/
3. NC Division of Aging and Adult Services: Advance Directives, at: http://www.ncdhhs.gov/aging/direct.htm

Facilitator Readings:
1. Ethical considerations at end of life: National Ethics Committee, Veterans Health Administration http://ajh.sagepub.com.libproxy.lib.unc.edu/cgi/reprint/23/6/483

April 14 End of life

April 21 Presentations

Websites that may be helpful:
Although I expect your written work to reflect more than internet research, the following websites are good resources on policy:
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. House of Representatives [www.house.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]
UNC Institute on Aging [http://www.aging.unc.edu]
NC General Assembly [http://www.ncga.state.nc.us]
White House [www.whitehouse.gov]
COURSE EVALUATION

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

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Overview of Assignments

Class attendance & participation  10%
Facilitating class discussion      20%
Two written assignments           25%
Final policy analysis             35%
Presentation of analysis          10%

Grades will be based on the following:

- **Attendance & class participation:** You are expected to attend all classes and participate actively in all aspects of the class. If you cannot attend a class session because of illness or family emergency, please let me know through email or a phone call before missing the class. In the event that you do miss a class (excused absence), you are still responsible for the readings and submitting any assignments due of the day missed. As a graduate level class, students are expected to contribute to the class discussions.

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<tr>
<td>Present during entire class</td>
<td>Present during entire class</td>
<td>Arrives late or leaves early</td>
<td>Unexcused absence</td>
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<tr>
<td>Contributes readily to the class with thoughtful comments/questions that advance the conversation</td>
<td>Contributes to the conversation occasionally with thoughtful comments/questions</td>
<td>Participates in discussion in a problematic way (tangential comments, random thoughts)</td>
<td>No participation</td>
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- If, for whatever reason class participation is difficult for you, please stay and talk to me after the first class.

For class attendance and participation, each student will be rated according to the rubric for each class. At the end of the semester, the ratings will be totaled and multiplied by .10 to receive the final score.
Facilitating class discussion on at least one assigned and supplementary readings. This peer-facilitated discussion will be approximately 30 minutes in length. A sign up sheet will be distributed in the first day of class. The purpose of each of you facilitating a class discussion is to:

- Further your critical reading and analytical skills
- Share your views, ideas and perspectives in addition to those of the author(s)
- Present a springboard for stimulating, creative, engaging and fun class discussion and “out of the box” thinking about aging policy

As the (co) facilitator, you will be responsible for raising critical questions, issues, or debates that you identify in the readings. Come prepared to facilitate discussion related to all required and supplementary reading. Given this purpose, the following are guidelines:

- Do not simply summarize or describe the readings. Instead, bring a critical eye to them; identifying issues that will stimulate class discussion. Limit any overview of a reading to 1-2 minutes.
- In your critical analysis, consider what aspects of the readings you found most advanced your thinking about aging issues; what aspects of the article were problematic? What are gaps in the author’s argument/analyses? Be able to raise questions based on your critical analysis as a basis for discussion. Questions should not be of the genre “What did you think of an article?” Instead, frame your questions in a ways to invite dialogue and discussion. A good question for discussion will not necessarily have right or wrong answers. For example, if you are discussing readings family caregiving, there is a wide range of questions that you can raise, such as whether societal expectations of family caregivers are unrealistic; why families typically do not use formal services, or cultural/ethnic differences related to caregiving.

Although I view each of you as primarily responsible for framing the issues and discussions, be assured that I will undoubtedly join in along with your classmates.

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<th>Class Facilitation Rubric</th>
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<td>Reading assignments and supplemental reading reflected in your presentation</td>
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<tr>
<td>Personal reviews reflect thoughtful and critical examination of the material</td>
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<td>Stimulated creative, engaging and fun class discussion</td>
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Two written homework assignments:

1. **Policy Brief Assignment: Due Feb. 18th**
   Each student will write a policy brief (no more than 2 pages) related to their area of interest and based on “The Policy Brief” handout ([http://www.policy.hu/ipt/rel-pubs/samples/PolicyBrief-described.pdf](http://www.policy.hu/ipt/rel-pubs/samples/PolicyBrief-described.pdf)
   Be prepared to discuss your brief in class!
2. Position Paper: Due March 17
Each student will write a position paper based on the question: Should age or need be the basis for social policy? Using the readings as references, students will defend their position on aged-based policy using specific examples of existing policy. No more than 3 typed pages. Use http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=457147 as a guide.

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<th>Writing Assignment Rubric</th>
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<tr>
<td>Followed directions</td>
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<tr>
<td>Critique demonstrates critical thought</td>
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<tr>
<td>Writing</td>
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<td>(use of APA, spelling, grammar, format)</td>
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☑ Policy analysis: Students will choose an age-related policy of interest. Your analysis should be guided by the framework provided by Bardach in A practical guide for policy analysis: the eightfold path to more effective problem solving. Your paper should include the following at a minimum:
- The legislative and historical origins of the policy
- The purpose of the policy (intended and unintended)
- Identify the key stakeholders of the policy.
- A description of the problem that the policy is intended to address, including ways in which the problem is socially constructed.
- The assumptions/values underlying this policy (e.g., collectivism, individualism, structural causes).
- Competing perspectives on this policy, and whose interests are reflected.
- An analysis of who benefits from this policy, who is included/excluded.
- The types of changes, if any, which would ensure that this policy promotes social justice and reduces inequality across the life span and specifically in old age.
- DUE THE LAST DAY OF CLASS

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<th>Final Paper Grading Rubric</th>
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<td>Structure of the paper is clear and logical, using all eight steps as presented by</td>
<td>20%</td>
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<tr>
<td>Source materials were credible, current, complete and cited appropriately</td>
<td>15%</td>
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<tr>
<td>Content accurately details the problem chosen, current policies that affect the problem, gaps in policies, alternative solutions. Student displays thoughtful analysis and critical thinking.</td>
<td>55%</td>
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<tr>
<td>Document is well-written, no spelling, grammar or typing errors.</td>
<td>10%</td>
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I am happy to read drafts or meet with you. I want these papers to represent your best work and for you all to succeed in this class! I realize that we are dealing with BIG somewhat ambiguous issues and that this class has represented uncharted territory for all of us (and therefore can be frustrating at times). Nevertheless, I expect graduate level writing and critical thinking.
Presentations to the class as a whole (10 minutes per presenter).
Imagine that you are presenting to an official or policy maker (e.g., key stakeholder) at the local, county, state or national level who is relevant to the policy issue that you have chosen (and has the power to make changes in the policy). Because this official/policy maker is very busy, your presentation needs to be succinct and to the point.

- First identify the official or policy maker whom you are addressing.
- Who is benefiting from the policy? Who is excluded?
- Has implementation of the policy created inequities? If so, please describe.
- What is one change that you argue needs to be made in the policy to promote social justice and reduce inequities

This is a chance to marshal your most persuasive and articulate abilities to convince us of the need for at least one change in the policy. The rest of the class will provide written feedback (I will bring a rating form) on your presentation.

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<th>Grading Rubric for Class Presentation</th>
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<td>Logical and accurate summary of problem, policies, and recommended solutions</td>
<td>60%</td>
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<td>Creative presentation which retains the interest of the audience and promotes discussion</td>
<td>20%</td>
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<td>Demeanor and appearance of the presenter are professional</td>
<td>10%</td>
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<td>Student provided feedback to other presenters</td>
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