

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE SYLLABUS
Advanced Contemporary Policy (ACP): Aging
Fall, 2021

Course: 19:910:542

Time:

Location:

Instructor:

Email:

Office:

Office Hours:

I. Catalog Course Description

The historical, societal, political, and economic forces influencing the accessibility, cost, and quality of health care services are examined in this course. Health policy formulation is discussed, as well as the impacts of these policies on the older adult population and on social work practice. In this course we review the values and socio-political forces that define problems; populations affected; current policies and programs and their impact, along with their unintended consequences; service delivery and resource allocation; unmet needs; trends; analysis of political processes and change strategies; and the role of evaluation. Major components of the role of social work in policy formulation will be addressed, including its major impact on health care policy affecting older adults in the past and present.

II. Course Overview

The purposes are to teach students the skill of policy analysis as applied to the substantive area of social policy; to help students understand the role of values, ideology, preferences, and assumptions in the policy making process; to consider how political and economic structures, special interest groups, and other contextual factors affect policy development, policy implementation, and program delivery; and to analyze policies, programs or conditions that need changes as well as the opportunities for such change. Attention is given to problem definition, characteristics of the older adult population at risk, and ways that policy issues are shaped through legislation and political processes.

Students will learn how to follow a line of inquiry, which will help them to answer fundamental questions about any proposed policy or program change:

1. Who is it supposed to help and how?
2. Will it do what it is intended to do?
3. Do we want it? (Implications of costs and benefits?)

4. Is it feasible? How could we get it?

III. Place of Course in Program

This course has a pre-requisite 19:910:504 (SWPS I) and the rest of the Professional Foundation year. This is a required course for students in the Aging & Health Certificate Program.

IV. Program Level Learning Goals and the Council On Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following two core competencies in both the *Management and Policy (MAP)* and *Clinical Social Work (CSW)* specializations.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Management and Policy (MAP)

Social work practitioners engaged in management and policy are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes. Accordingly, they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to

understand how policies oppress the rights of others and recognize how these policies may not advance social, economic, or environmental justice; and how such policies may be amended to protect and further human rights and social, economic and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner.

Clinical Social Work (CSW)

Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic, and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Management and Policy (MAP)

Social work practitioners engaged in management and policy fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families, organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro level to promote equality, social justice, and human rights. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration and others. Social workers engaged in management and policy practice consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences.

Clinical Social Work (CSW)

Clinical social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. Clinical assessments include attention to the constraining or privileging aspects of local, state, federal and international policies and laws, and these assessments consider how each may impact their clients' well-being. Clinical social workers recognize how their work with individuals,

families and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences and for their equitability. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform.

V. **Course Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

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

1. To understand how social problems are defined and how political values, ideologies, and power influence this process.
2. To understand the processes of social policy development including how practitioners and citizens can participate in the policy making process; how the political, social, economic, and organizational factors influence policy formulation and implementation; and the relationship between state and federal policy.
3. To be familiar with the major domains of social welfare policies in the US, and the characteristics and scope of the primary policies within each domain
4. To critically apply conceptual frameworks and empirical research in the examination of social policies, services, and state and federal funding mechanisms for myriad underserved populations.
5. To understand the potential effects of social policy on individual, family, and community well-being, particularly how policies affect marginalized, oppressed, and otherwise disadvantaged populations.
6. To examine the role of policy practice and the reciprocal relationship between social policy and social work practice. This will include developing an understanding of how to apply social work values, ethics, skills and interventions to advocate for social and economic justice.

VI. **School of Social Work Mission Statement and School-Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. **Diversity Statement**

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

VIII. **Required Readings**

All required readings are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left-hand side of the course. Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#)

Additionally, students are expected to **read a major national newspaper on a regular basis** (e.g., *The New York Times*; *San Francisco Chronicle*; *Washington Post*; *Wall Street Journal*) so that they are knowledgeable of current federal and state issues related to health care and aging policy.

IX. **Course Attendance and Participation Policies**

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

Students are expected to be **active** learners and collaborators. Students are expected to contribute knowledge and observations to discussions. Regular class attendance with active participation is expected. When students participate actively in class discussions learning is enhanced. It is important that reading assignments be completed prior to each session. Please take responsibility for seeking clarification of difficult material encountered in the text, readings, and lectures. At the end of each class session, readings for the subsequent class will be assigned.

All written work **must** be typed. Late assignments will **not** be accepted, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments. All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format (see this website for a useful guide to APA, <http://www.columbia.edu/cu/ssw/write/apastyle.html>)

Student behavior in this course must comply with the university's code of conduct. The entire code of conduct can be attained from Student Judicial Affairs Office or on-line at <http://studentsconduct.rutgers.edu/university-code-of-student-conduct>. Students should be aware that violations of academic integrity, for example plagiarism of any kind, would result in expulsion from the program.

Please do *not* use cell phones or laptops during class, unless they are required for your learning. You will be dismissed from class if you use these devices for surfing the internet or answering email. This course is meant to be a conversation. Electronic devices easily disrupt attention and interrupt the learning process.

Receiving Course Messages through Email:

Students are expected to regularly check their RU email account for course messages. If students prefer to use a non-University email account, they are responsible for setting up account preferences such that mail sent to their Rutgers account is automatically forwarded to their non-University account.

Accessing Readings and All Other Course Materials:

All readings, assignment instructions, the syllabus, and other materials are posted on the **Canvas site** for this course, in the **Resources Section**. In addition, emails and announcements from the instructor will be sent through Canvas to the student's RU email account. Students must have a Netid and Password to access the site and are responsible for making sure they have access.

Teaching Methods:

A variety of teaching methods are utilized including lectures, discussions, class exercises and assignments, DVDs/videos, readings, and presentations by students and guest experts. The course outline contains a list of the required and suggested readings for each course topic. Students are expected to have read the required readings prior to class and to be prepared to discuss them and participate in class discussions. Suggested readings are listed as information resources for students to pursue as considered necessary; thus they are not required.

Respect for others in the classroom:

Social work courses often cover material and topics that can be provocative and polarizing, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used that recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal, and social issues, that we not silence others by assuming that there are "politically correct" lines of thought that cannot be challenged.

Course assignments and grading:

All assignments are to be completed by scheduled due dates **PRIOR TO** the beginning of class. Assignments may be turned in through the Dropbox or Assignment tools in Canvas. If a due date conflicts with a religious observance, please consult with the professor prior to the assignment's due date. All written assignments must be typed and adhere to the required structure. Four main assignments comprise your final grade:

I. Class attendance and participation, includes:

Current Events Assignment and Discussion

The goal of the Current Events Assignment and Discussion is to encourage you to link current health care and aging policy issues to course content. For this assignment, you are required to read a major national newspaper as they provide original, comprehensive, and well-regarded reporting on social welfare issues in the United States.

The current events assignment requires you to select and describe an article related to health care or aging policy.

Selecting an Article

You will select an article from *The New York Times*, *Boston Globe*, *San Francisco Chronicle*, *Washington Post*, or *the Wall Street Journal* that deals with a domestic health care policy or aging policy. You will present a short summary of the article to the class and a written summary of the article to the professor. In your summary and discussion, you will include the following elements, which should be between 1 and 2 paragraphs (single-spaced) in length:

- describe the main point of the article (2–3 sentences);
- explain how the material relates to the course content (i.e., article DOES NOT have to be related to the current week's topic);
- consider the article's implications for health care or aging policy;
- pose a question for class discussion;
- provide a link to the article.

Course Reading Assignment

Each student (or small group of students) will be responsible for presenting one assigned reading to the class during the semester. The professor will assign the reading. The student(s) presenting the material are expected to use powerpoint and/or other visuals to relay the basic concepts to the class. The presentation should include a class exercise or questions for discussion.

Assignments:

Quiz #1 – Week 4

Quiz #2 – Week 8

Advocacy Assignment – see detailed description of the assignment in Canvas – under Assignments – Week 11

Final Paper – Week 14

Methods of Evaluation: Grades for the course will be weighed as follows:

Class attendance and participation (include current events assignment and discussion; reading assignment presentations)	10%
Quiz 1.....	20%
Quiz 2.....	20%
Advocacy Assignment	20%
Final Paper	30%

X. Rutgers MSW Program-Wide Grading Standards

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grade cut-offs for all courses offered by the Rutgers Graduate School of Social Work (MSW) as follows:

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

XI. Course Evaluation

Rutgers University issues an on-line survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. An additional mid semester evaluation may be distributed as well.

XII. Academic Resources

Library Research Assistance

Meredith Parker is the social work librarian on the New Brunswick Campus kmeredith.parker@rutgers.edu p. 848-932-6124 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center.

Online tutoring is available.

<https://rlc.rutgers.edu/student-services/academic-coaching/schedule-appointment>

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XIII. Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **848.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

XIV. Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

XV. Library Resources

The Rutgers University library system (<http://www.libraries.rutgers.edu/>) contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course. See the following resource guide developed specifically for social work policy courses: <http://libguides.rutgers.edu/socialworkpolicy>.

XVI. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to

the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.” ^[L]_[SEP]

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.” ^[L]_[SEP]

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place;

Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else." [SEP]

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XIII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XIV.

COVID -19 community safety practices

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

XV. Course Outline

Week 1

Topic: *Course Introduction and the Role of Social Workers in Social Welfare Policy*

Learning Objectives:

- Identify the course requirements
- Describe the role of SW in social welfare policy and the importance of social welfare policy for SW practice
- Identify what are social problems
- Discuss the importance of the definition of a social problem

Required Readings:

- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed). New York: Oxford University Press.
Chapter 1: Introduction: Social problems, social policy, social change
- Chambers, D. E. & Wedel, K. R. (2009). *Social Policies and Social Programs: A Method for the Practical Public Policy Analyst*.
Chapter 1: Analyzing the social problem background of social policies and social programs

Week 2

Topic: *Defining Social Welfare Policy & The Modern Welfare State*

Learning Objectives:

- Identify the definitions, goals, and functions of the social welfare state
- Describe the theories for the emergence of the welfare state
- Identify the major domains of US social welfare policy and the most important policies within these domains

Required Readings:

- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). New York: Oxford University Press.
Chapter 2: Definition and function of social welfare policy: Setting the stage for social change
- Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Upper Saddle River, NJ: Pearson
Chapter 2: The modern welfare state.

Week 3

Topic: *The ideologies and values that underlie social welfare and health care policy development*

Learning Objectives:

- Identify core American values that undergird the formation of social welfare and health care policies in the US
- Discuss the role of ideology and values in defining social problems and their potential solutions
- Identify and describe the conundrums and trade-offs that underlie all social welfare and health care policies

Required Readings:

- Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.).
Chapter 1: The field of social welfare policy.
- Rosenthal, E. (2017). *An American sickness: How healthcare became big business and how you can take it back*. NY, NY: Penguin Press.
Chapter 1: The age of insurance
- Shi, L. & Singh, D. A. (2017). *Essentials of the U.S. Health Care System* (4th ed.). Burlington, MA: Jones & Bartlett Learning.
Chapter 1: Major characteristics of US health care delivery

Week 4

Topic: *Framework for policy analysis & The structure and design of social welfare policies*

Learning Objectives:

- Discuss the framework for evaluating social welfare programs, with regards to who receives benefits, what benefits are provided, how they are delivered, and how they are financed
- Describe the differences between universal and means-tested programs and arguments for and against both
- Describe the differences between cash and in-kind benefits and the arguments for and against both
- Discuss how the design and structure (who, what, how) of our social welfare policies are related to notions of social control and deservingness vs. undeservingness

Required Readings:

- Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.).
Chapter 3: A framework for social welfare policy analysis.

- Barusch, A. S. (2009). *Foundations of Social Policy: Social Justice in Human Perspective*.
Chapter 3: Policy Analysis and Policy Practice
- **SKIM:** Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.).
Chapter 4: The basis of social allocations
Chapter 5: The nature of social provisions

QUIZ #1

Week 5

Topic: *Policy practice and the forces that shape social welfare and health care policy*

Learning Objectives:

- Policy Practice – its importance to the macro and clinical practitioners
- Describe the political system in the US, including the structure of government, process of policymaking, and the role of interest groups
- Discuss the impact of our political system on our social welfare policies
- Identify your state and local representatives and their policy priorities
- Discuss the impact of our economic system on our social welfare policy development
- Identify the sources of revenue for social welfare policy expenditures at the federal and state levels
- Describe how federal and state revenues are spent. What are the largest expenditures on social welfare and non-social welfare programs?
- Describe the budget process and how differing budget proposals reflect competing views on the role of government and social welfare policies.

Required Readings:

- Cummins, Byers, & Pedrick (2011). *Policy Practice and Social Workers*.
Chapter 4: The forces that move and shape policy
Chapter 6: Entering the policy practice arena
- Moniz, C., & Gorin, S. (2014). *Health Care Policy and Practice*.
Chapter 8: Social Workers and Policy Practice
- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.).
Chapter 3: The economics of social welfare policy
- Government 101 - website - familiarize yourself with how a bill becomes a **federal** law.
http://votesmart.org/education/government#.VWNEwE_BzGc
- Look up how a bill becomes a law and the legislative process in your state: e.g.: NJ:
<http://www.njleg.state.nj.us/legislativepub/legprocess.asp>

- National Priorities Project:
Watch Webinar on Budget Process, Budget Basics, and 2016 Fiscal Year competing Budget Proposals from the President, the House, the Senate, and the Progressive Congressional Caucus
<https://www.nationalpriorities.org/budget-basics/webinars/budget-proposals-vs-americans-priorities/>
- Center for Budget and Policy Priorities. 2015. Policy Basics: Where do our federal tax dollars go? <http://www.cbpp.org/research/policy-basics-where-do-our-federal-tax-dollars-go?fa=view&id=1258>
- Tax Foundation. 2013. Sources of State and Local Tax Revenues.
<http://taxfoundation.org/article/sources-state-and-local-tax-revenues>
- Center for Budget and Policy Priorities. 2015. Policy Basics: Where do our state tax dollars go? <http://www.cbpp.org/research/policy-basics-where-do-our-state-tax-dollars-go?fa=view&id=2783>

Useful websites

- Web site of New Jersey Legislature www.njleg.state.nj.us
- Web site of the NJ State Judiciary www.judiciary.state.nj.us
- Library of Congress <http://thomas.loc.gov/>
- U.S. Senate <http://www.senate.gov/>
- U.S. House of Representatives <http://www.house.gov/>
- Find your state legislator http://openstates.org/find_your_legislator/

Week 6

Topic: *Demographic Trends and the Social Context of Aging
Social Security and Poverty*

Learning Objectives:

- Describe the most important demographic and economic changes over the last several decades that have substantially influenced and been influenced by social welfare policies
- Discuss the process through which contextual and economic changes influence policy and vice versa.
- Discuss America's views of the poor and the causes of poverty over time. How have things changed?
- Describe how poverty and inequality are measured in the US, what proportion of the population is poor, and how we compare to other developed countries.
- Identify which groups in the US are at greatest risk of being poor and how policies and economic and demographic changes are affecting disparities between those at the top and the bottom.

WATCH FILM (short clip):

Old and Poor: America's Forgotten

8 minutes

Required Readings:

- Mather, M., Jacobsen, L. A., & Pollard, K. M. (2015). Aging in the United States. *Population Bulletin* 70(2). Population Reference Bureau, Washington, DC.
- The 2015 New Jersey Elder Economic Security Standard Index, January 2017.
- U.S. Census: How Census Measures Poverty
https://www.census.gov/library/visualizations/2014/demo/poverty_measure-how.html
<https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>
- Short, K. 2012. The Supplemental Poverty Measure: Examining the Incidence and Depth of Poverty in the U.S. Taking Account of Taxes and Transfers in 2010. The Census Bureau. [Official, Supplemental, and Relative Poverty Measures Table](#) (**Table on page 4 ONLY**)
- Congressional Research Service. 2015. Poverty in the US, 2013. **Pages 1-8 only.**
<https://www.fas.org/sgp/crs/misc/RL33069.pdf>
- Kaiser Family Foundation. 2015. Poverty Among Seniors: An Updated Analysis of National and State Level Poverty Rates Under the Official and Supplemental Poverty Measures. Issue Brief, **Pages 1-8 only.**
- Center for Budget and Policy Priorities (CBPP). 2014. Introduction to the Supplemental Security Income Program (SSI). (2 pages)
<http://www.cbpp.org/research/policy-basics-introduction-to-supplemental-security-income>

Week 7

Topic: *Overview and History of Health Care Policies in the US and Health Insurance Basics*

Learning Objectives:

- Identify and describe the most important health care policies in the US and the social problems these policies were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.
- Discuss how the US compares to other developed countries in access to and quality of health care received?

Required Readings:

- Shi, L. & Singh, D. A. (2017). *Essentials of the U.S. Health Care System* (4th ed.). Burlington, MA: Jones & Bartlett Learning.
Chapter 3: Historical Overview of US Health Care Delivery
Chapter 6: Financing and reimbursement methods
- Applebaum, R., & Kunkel, S. (2018). The life and times of the aging network. *Public Policy & Aging Report*, 28, 39-43.
- Health Insurance Quiz – Kaiser Family Foundation:
http://kff.org/quiz/health-insurance-quiz/?utm_source=kff&utm_medium=tile&utm_content=home&utm_campaign=consumer

Week 8

Topic: *Medicare: Basic Facts, Origins, Evolution, and Future Challenges*

Learning Objectives

- Identify the social problems that the Medicare program was enacted to address
- Describe the structure of the Medicare program within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided) and how the components of Medicare (and the changes to the program over time) would address the identified social problems.
- Identify the effectiveness of Medicare in meeting its explicit and implicit goals.
- Discuss the critiques of the Medicare program and proposals that have been put forward to address these critiques.

Required Readings:

VIDEO CLIP: Kaiser Family Foundation – Medicare & Medicaid at 50 (16 minutes)

<https://youtu.be/f9NUCvrrRz4>

- Kaiser Family Foundation. 2015. A Primer on Medicare: Key Facts about the Medicare Program
<http://files.kff.org/attachment/report-a-primer-on-medicare-key-facts-about-the-medicare-program-and-the-people-it-covers>
- Cubanski, J., Neuman, T., Smith, K. E., & Damico, A. (2018, January). Medicare beneficiaries' out-of-pocket health care spending as a share of income now and projections for the future. Kaiser Family Foundation. Retrieved from <http://files.kff.org/attachment/Report-Medicare-Beneficiaries-Out-of-Pocket-Health-Care-Spending-as-a-Share-of-Income-Now-and-Projections-for-the-Future>
- Blumenthal, D., Davis, K., & Guterman, S. 2015. Medicare at 50 – Origins and Evolution. *The New England Journal of Medicine*. 372(5): 479-486.
<http://www.nejm.org/doi/pdf/10.1056/NEJMhpr1411701>
- Blumenthal, D., Davis, K., & Guterman, S. 2015. Medicare at 50 – Moving Forward. *The New England Journal of Medicine*. 372(7): 671-677.
<http://www.nejm.org/doi/pdf/10.1056/NEJMhpr1414856>

- Aaron, H., Reischauer, R. 2015. Strengthening Medicare for 2030: The Transformation of Medicare, 2015 to 2030. Brookings Institution.
<http://www.brookings.edu/~media/Research/Files/Papers/2015/06/04-medicare-2030-paper-series/060315AaronReischauerFutureofMedicare.pdf?la=en>
- Akincigil, A., & Zurlo, K. (2015). The economic burden of out-of-pocket medical expenditures before and after the implementation of the Medicare Prescription Drug Program. Center for Retirement Research at Boston College. CRR WP 2015-28.

QUIZ #2

Week 9

Topic: *Medicaid*

Learning Objectives:

- Identify the social problems that the Medicaid and ACA programs were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided) and how the components of these programs would address the identified social problems.
- Discuss the effectiveness of these programs in meeting their explicit and implicit goals.
- Identify the social problems that the Long-Term Care Services and Supports were meant to address
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided) and how the components of these programs would address the identified social problems.
- Discuss the effectiveness of these programs in meeting their explicit and implicit goals.
- Describe how the US compares to other developed countries in provision of Long-Term care services and supports to its elderly population.

Required Readings:

- Kaiser Family Foundation. 2017. Medicaid Pocket Primer.
<http://files.kff.org/attachment/Fact-Sheet-Medicaid-Pocket-Primer>
- Rudowitz, R. (2016). *Medicaid financing: The basics*. Kaiser Family Foundation.
- Introduction to Medicaid: Policy Basics. Center on Budget and Policy Priorities.
https://www.cbpp.org/sites/default/files/atoms/files/policybasics-medicaid_0.pdf
- Kaiser Family Foundation. November, 2016. The Uninsured: A Primer – Key Facts about Health Insurance and the Uninsured in the Wake of National Health Reform.
<http://www.kff.org/uninsured/report/the-uninsured-a-primer-key-facts-about-health-insurance-and-the-uninsured-in-the-wake-of-national-health-reform/>

- Urban Institute, Health Policy Center. 2015. Poor Uninsured Americans Eligible for Medicaid under ACA Expansion. **Interactive Map:**
<http://www.urban.org/policy-centers/health-policy-center/projects/poor-uninsured-americans-eligible-medicaid-under-aca-expansion>
- Kaiser Family Foundation. 2015. Medicaid and Long Term Services and Supports: A Primer.
<http://files.kff.org/attachment/report-medicaid-and-long-term-services-and-supports-a-primer>

Week 10

Topic: Long-Term Care

- Shi, L. & Singh, D. A. (2017). *Essentials of the U.S. Health Care System* (4th ed.). Burlington, MA: Jones & Bartlett Learning.
Chapter 10: Long-term Care Services
- Weiner, J. M., Lepore, M., & Jones, J. (2018). What Policymakers Need to Know about Long-term Services and Supports. *Public Policy & Aging Report*, 28, 29-34.
- Czaja, S. J. (2016). Long-term care and support systems for older adults: The role of technology. *American Psychologist*, 71 (4), 294-301
- Galston, W. 2012. Live Long and Pay for It: America's Real Long-Term Cost Crisis. *The Atlantic*. Sept. 12, 2012. http://www.theatlantic.com/business/archive/2012/09/live-long-and-pay-for-it-americas-real-long-term-cost-crisis/262247/#disqus_thread
- Genworth Industries. 2016. Compare Long-Term Care Costs across the United States. Interactive map of Long-Term Care Costs in Local Areas.
<https://www.genworth.com/corporate/about-genworth/industry-expertise/cost-of-care.html>
- Kaiser Family Foundation. 2016. Medicaid's Role in Meeting Seniors' Long-term Services and Support Needs.
<http://www.kff.org/medicaid/fact-sheet/medicaids-role-in-meeting-seniors-long-term-services-and-supports-needs/>
- State of NJ, Department of Human Services, Division of Aging. A Guide to Community-Based Long Term Care in New Jersey <http://www.state.nj.us/humanservices/doas/home/lcguide.html>
- Health Care Association of New Jersey. An Overview of Long Term Care in New Jersey.
<http://www.hcanj.org/consumers/long-term-care-in-new-jersey/>

Week 11

Topic: Economic Security in Old Age: Social Security, Pensions, and Savings Survivor's Benefits, Disability Insurance, and Retirement Programs

Learning Objectives:

- Identify the social problems that the Social Security (including Disability Insurance and Survivor's Benefits) program and private retirement programs were enacted to address
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided) and how the components of these programs would address the identified social problems.
- Discuss the effectiveness of these programs in meeting their explicit and implicit goals.

Required Readings:

- Quinn, J. F., & Cahill, K. E. (2016). The new world of retirement income security in America. *American Psychologist*, 71(4), 321-333.
- James, J. B., Matz-Costa, C., & Smyer, M. A. (2016). Retirement security: It's not just about the money. *American Psychologist*, 71(4), 334-344.
- Center for Budget and Policy Priorities (CBPP). 2015. Policy Basics: Top 10 Facts about Social Security. <http://www.cbpp.org/research/social-security/policy-basics-top-ten-facts-about-social-security>
- AARP. 2012. The Future of Social Security: 12 Proposals You Should Know About. Pros and Cons presented from a conservative (Heritage Foundation) and moderate (National Academy of Social Insurance) viewpoint.
- Center for Budget and Policy Priorities (CBPP). 2015. Policy Basics: Disability Insurance. <http://www.cbpp.org/research/retirement-security/policy-basics-social-security-disability-insurance>
- Rhee, N. & Boivie, I. 2015. The Continuing Retirement Savings Crisis. National Institute on Retirement Research. (p. 1-22). http://www.nirsonline.org/storage/nirs/documents/RSC%202015/final_rsc_2015.pdf

Suggested Readings:

- Historical Development (of basic social insurance programs in the USA). <http://www.ssa.gov/history/pdf/histdev.pdf>

ADVOCACY ASSIGNMENT DUE

Week 12

Topics: End of Life Planning

Learning Objectives:

- Identify the social problems that each of the programs discussed in this session were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided) and how the components of these programs would address the identified social problems.
- Discuss the effectiveness of these programs in meeting their explicit and implicit goals.

Required Readings:

- AARP Public Policy Institute. 2011. Improving Advanced Illness Care: The Evolution of State POLST (Physician Orders for Life-Sustaining Treatment) Programs.
<http://assets.aarp.org/rgcenter/ppi/cons-prot/POLST-Report-04-11.pdf>
- AARP Public Policy Institute. 2014. The Older Americans Act. Insight on the Issues 92.
http://www.aarp.org/content/dam/aarp/research/public_policy_institute/health/2014/the-older-americans-act-AARP-ppi-health.pdf

Week 13

Topic: ***Identifying and Addressing Disparities in Health & Well-being among older adults***

Learning Objectives

- Identify disparities in health and well-being evident among the elderly population and the groups that are most at-risk
- Describe some of the potential causes and consequences of these disparities
- Discuss some policy reforms that may address these disparities
- Discuss how the US compares to other developed countries in access to and quality of health care received?

RADIO CLIP:

National Public Radio. Nari Rhee (NIRS) on Racial/Ethnic Disparities in Retirement Savings. (6 minutes)

<http://www.npr.org/2014/01/14/262404288/minorities-savings-accounts-arent-adding-up-for-retirement>

Required Readings:

- Crystal, S. (2018). Cumulative Advantage and the Retirement Prospects of the Hollowed-Out Generation: A Tale of Two Cohorts. *Public Policy & Aging Report*, 28, 14-18.
- Artiga, S., & Hiton, E. (2018, May). Beyond health care: The role of social determinants in promoting health and health equity. Kaiser Family Foundation.

- Woolf S. H., & Braveman, P. (2011). Where health disparities begin: The role of social and economic determinants – and why current policies may make matters worse. *Health Affairs*, 30(10), 1852-1859.
- Schneider, E. C., Sarnak, D. O., Squires, D., Shah, A., & Doty, M. M. (2017). Mirror, mirror 2017: International comparison reflects flaws and opportunities for better US health care. Commonwealth Fund.
- Rhee, N. 2013. Race and Retirement Insecurity in the US. National Institute on Retirement Security. (p. 1-16).
http://www.nirsonline.org/storage/nirs/documents/Race%20and%20Retirement%20Insecurity/race_and_retirement_insecurity_final.pdf
- Case, A., & Deaton, A. (2015). Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. *Proceedings of the National Academy of Sciences of the United States of America*, 112(49), 15078-83.
- Osborn, R., Moulds, D., Schneider, E. C., Doty, M. M., Squires, D., & Sarnak, D. O. (2015). Primary care physicians in ten countries report challenges in caring for patients with complex health needs. *Health Affairs*, 34(12), 2104-12.
- Meyer, M.H. & Herd, P. 2010. Market Friendly or Family Friendly: The State and Gender Inequality in Old Age. Russell Sage: New York. Chapter 1: Disappearing Problems? Gender Inequality in Old Age.
- Ziliak, J. & Gunderson, C. 2015. The State of Senior Hunger in America 2013: An Annual Report. Prepared for the National Foundation to End Senior Hunger. (p. 3-15).
http://dib.uky.edu/ukcpr/sites/www.uky.edu.ukcpr/files/documents/State-of-Senior-Hunger-in-America-2013_0.pdf

Week 14

Topic:

Final Paper due