

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 392R4	Instructor's name:	Namkee G. Choi
Unique Number:	63475	Office Number:	3.122D
Semester:	Fall 2003	Office Phone:	(512) 232-9590
Meeting Time/Place:	M 11:30-2:30 pm SSW 2.116	Office Hours:	M 9:30-11:30
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Social Policy for the Aging Population

I. Standardized Course Description

This course focuses on the analysis of the development, implementation, and effectiveness of the federal/state policies and programs which most directly affect older persons and their families. We will first be concerned with knowledge and skills needed for the assessment of older Americans' needs for social services and social intervention via social policy, followed by discussions in the following areas: income maintenance, health care and health care financing, long-term care, and programs funded by the Older Americans Act and other public social services acts for older persons. Discussions will include a brief review of programs and policies as well as economic and social rationale behind the program and policy decisions. The emphasis, however, is placed on the knowledge and skills for the analysis of the effectiveness of the programs and policies and for policy advocacy and practice with diverse groups of older persons at multiple system levels.

II. Standardized Course Objectives

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

1. Demonstrate a knowledge base about the demographic and social policy imperatives related to the rapid increase in the aging population;
2. Demonstrate a knowledge base of the values and ethical issues in social policies for the aging population
3. Critically evaluate selected issues in income maintenance, health and mental health, long-term care, and social services for older persons;
4. Critically assess the role of the federal/state governments and of the welfare state mechanisms for older persons and their families;
5. Develop an ability to critically analyze, from the perspectives of a social worker, major policy issues which affect older persons and their families;
6. Develop an ability to critically analyze the impact of the federal/state programs and policies which bear special importance for the low-income, minority older persons including aged women, and diverse groups of at-risk older persons;
7. Develop a plan for influencing social welfare policy for the aging population as part of each social worker's commitment to promote social and economic justice;
9. Apply advanced policy practice knowledge and skills for social change at multiple system levels; and
10. Be equipped with a foundation for advanced practice with older persons and their families.

III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies, including lectures and discussions, formatted debates, guest speakers, small group works, news reports and current events analysis, and videos. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with the other students. Students are responsible for their learning and required to actively participate in all these activities. Assigned readings are for

the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

IV. Required Textbooks

1. Wacker, R. R., Roberto, K. A., & Piper, L. E. (2002). Community resources for older adults: Programs and services in an era of change. Thousand Oaks, CA: Pine Forge Press. (Noted as Wacker et al. in the weekly course schedule)
2. Copies of articles, book chapters, and other resources (noted as the required reading in the weekly course schedule): Available at LRC Reserve

V. Course Requirements

The final course grade will be determined based on scores from four assignments that the students are required to complete the course. The additional information for completing each assignment is included later in the syllabus.

1. Two current event/news reports	10
2. Qualitative interview report	30
3. Individual policy analysis paper	30
4. Group policy proposal: class presentation & paper	30
	100 points total

VI. Grading Scale

A = 90 – 100 points
B = 80 – 89.9 points
C = 70 – 79.9 points
F = < 70

VII. Class Policies

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Thus, students are expected to attend all classes and hand in assignments on time. There will be no “excused” absences, although the instructor may use her discretion. Students who miss more than two classes during the semester will lose 5 points, and those who miss more than four classes during the semester will lose 10 points.
2. Assignments are to be submitted according to the schedule. Students will lose 3 points for each day that an assignment is late. Any adjustment in assignment due dates **MUST** be discussed with the instructor at least 48 hours prior to the regularly scheduled date.
3. While scholastic dishonesty is not anticipated, students shall be subject to The University of Texas at Austin’s policy on this subject, in case violations occur.
4. Services for Students with Disabilities: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY.
5. Safety: As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to

be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

6. Confidentiality: Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

VII. Course Schedule

Date	Description	Text/Readings
Week 1 9/08/03	<p>Introduction to course</p> <p>Definitions and descriptions of social welfare policy</p> <p>A profile of older Americans; Texas demographics; and racial and ethnic differences</p> <p>Group exercise: "Personhood portrait"</p>	<p>Required: Wacker et al. Chap. 1.</p> <p>Recommended:</p> <ol style="list-style-type: none"> 1. <u>A profile of older Americans: 2001</u>: available at: aoa.gov 2. <u>Texas demographics: Older adults in Texas (4/2003)</u>: available at: tdoa.state.tx.us 3. <u>Older Adult profile: Hispanics in Texas (6/2002)</u>: available at tdoa.state.tx.us 4. Friedland, R. R. & Summer, L. (1999). <u>Demography is not destiny</u>. National Academy on an Aging Society: available at: agingsociety.org
Week 2 9/15/03	<p>The range of entitlement and need-meeting programs</p> <p>Values and ethics in social policy: equity vs. adequacy</p> <p>Frameworks for social policy analysis</p>	<p>Required: Wacker et al. Chap 2.</p> <p>Jansson, B. (2003). Understanding the ecology of policy in governmental, electoral, community, and agency settings (pp. 101-137). Chapter 4 of <u>Becoming an effective policy advocate</u>. Pacific Grove, CA. Brooks/Cole: Thompson.</p> <p>Recommended:</p> <ol style="list-style-type: none"> 1. Administration on Aging (2003). A layman's guide to the Older Americans' Act: available at: aoa.gov/about/legbudg/oaa/laymans_guide/laymans_guide.asp 2. Gilbert, N. & Terrell, P. (2002). <u>Dimensions of social welfare policy</u>. Boston: Allyn & Bacon. (Chapters 3-8). 3. Wheeler, P. M. & Kearney, J. R. (1996). Income protection for the aged in the 21st century: A framework to help inform the debate. <u>Social Security Bulletin</u>, 59 (2) 3-19.
Week 3 9/22/03	<p>Theories of aging applicable to policy development and analysis (focus: Life course perspective and Andersen-Newman Model of health services utilization)</p> <p>Group exercise: "Membership elimination"</p>	<p>Required: Wacker et al. Chap 3.</p> <ol style="list-style-type: none"> 1. Moen, P. (2001). The gendered life course (pp. 179-196). In R. H. Binstock & I. K. George (Eds.). <u>Handbook of aging and the social sciences</u>. New York: Academic Press. 2 Andersen, R. & Newman, J. F. (1973). Societal and individual determinants of medical care utilization in the U.S. <u>Milbank Memorial Fund Quarterly</u>, 51, 95-124. 3. Borryo, E. A. et al. (2002). Utilization across the continuum of long-term care services. <u>The Gerontologist</u>, 42 (5), 603-612 <p>Recommended:</p> <ol style="list-style-type: none"> 1. Walker. A. (1999). Public policy and theories of aging:

		<p>Constructing and reconstructing old age. In V. L. Bengtson & K. W. Schaie (Eds.). <u>Handbook of theories of aging</u>. New York: Springer.</p> <p>2. Estes. C. (2001). Critical perspectives on Aging (pp. 23-44). In C. Estes. <u>Social policy and aging</u>. Thousand Oaks, CA: Sage.</p>
<p>Weeks 4 & 5 9/29/03 & 10/6/03</p>	<p>Week 4: First current event/newspaper report due</p> <p>Income and poverty issues</p> <p>Video: To be old, poor and black in America</p> <p>Social Security Reform debates & Politics of aging related to Social Security</p>	<p>Required: Wacker et al. Chap. 9</p> <p>1. National Academy on an Aging Society (2002). People of color and the challenge of retirement security. <u>Public Policy and Aging Research Brief</u>. Washington, DC.</p> <p>2. Smeeding, T. M. (1999). Social Security reform: Improving benefit adequacy and economic security for women. <u>Syracuse University Center for Policy Research Policy Brief</u>.</p> <p>3. Choi, N. G. (2000). Potential consequences of raising the Social security eligibility age on low-income older workers. <u>Journal of Aging & Social Policy</u>, 11 (4), 15-39.</p> <p>Recommended:</p> <p>1. Wu. K. B. (2003). Poverty experience of older persons: A poverty study from a long-term perspective. AARP Public Policy Institute: available at: aarp.org/ppi</p> <p>2. Kijakazi, K. & Primus, W. (2000). Options for reducing poverty among elderly women by improving Supplemental Security Income: available at: cbpp.org/1-27-00socsec.htm</p>
<p>Week 6 10/13/03</p>	<p>Qualitative interview paper due</p> <p>Chronic illness and disability and health care policy issues</p>	<p>Required: Wacker et al. Chap. 11.</p> <p>1. AARP (2003). Health coverage among 50-64 year olds: available at: research.aarp.org/health/dd73_coverage.html</p> <p>2. AARP Public Policy Institute (2003). Medicare+choice: Payment issues in rural and low-payment areas (Data Digest # 60): available at: aarp.org/ppi</p> <p>3. Enrollment of Hispanic dual eligibles on the Texas-Mexico Border; available at: tdoa.state.tx.us</p> <p>4. Spector, W. D. et al. (2000). <u>The characteristics of long-term care users</u>. Agency for Health Care Research and Quality, US Dept. of Health and Human Services.</p>
<p>Week 7 10/20/03</p>	<p>Long-term care policy issues (continued)</p> <p>Guest speaker from TDOA: Long-term care programs and policies for older Texans</p>	<p>Required: Wacker et al. Chap. 17, 18, & 19</p> <p>1. AARP (2003). Home and community-based long-term services: available at: research.aarp.org/health/fs90_hcbc.html</p> <p>2. Chen, Y-P (2003). Funding long-term care: Applications of the trade-off principle in both public and private sectors. <u>Journal of Aging and Health</u>, 15 (1), 15-44.</p> <p>3. Cubanski, J. & Kline, J. (2002). In pursuit of long-term care: Ensuring access, coverage, quality. <u>The Commonwealth Foundation Issue Brief (#536)</u>: available at: commonwealthfund.org/programs/elders/...</p> <p>4. Fisher, H. M. & Raphael, T. G. (2003). Managed-long-term care: Care integration through care coordination. <u>Journal of Aging and Health</u>, 15 (1), 223-245.</p> <p>Recommended:</p> <p>1. Newman, S. (2002): <u>Insuring your future: What caregivers need to know about long-term care Insurance</u>. San Francisco, CA: Family Caregiver Alliance: National Center on Caregiving: available at:</p>

		<p>caregiver.org</p> <p>2. Cohen, M. A. (2003). Private long-term care insurance: A look ahead. <i>Journal of Aging and Health</i>, 15 (1), 74-98.</p> <p>3. Kronick, R. & Dreyfus, T. (2001). Capitated payment of Medicaid long-term care for older Americans: An analysis of current methods. AARP Public Policy Institute: available at: aarp.org/ppi</p>
<p>Week 8 10/27/03</p>	<p>Second current event/newspaper report due</p> <p>Family support and kinship caregiving</p> <p>Video: Caring about Howard</p> <p>Health and wellness promotion</p>	<p>Required:</p> <p>1. Angel, J. L. (2001). Challenges of caring for Hispanic elders. <i>Public Policy and Aging Report</i>, 11(2), 11-16.</p> <p>2. Fried, L. P. (2000). Health promotion for older adults: What is the potential? <i>Syracuse University Center for Policy Research Policy Brief</i>.</p> <p>3. Kane, R. L., Homyak, P. & Bershadsky, B. (2002). Consumer reactions to the Wisconsin Partnership Program and its parent, the Program for All-Inclusive Care of the Elderly (PACE). <i>The Gerontologist</i>, 42(3), 314-320.</p> <p>Recommended:</p> <p>1. <i>In the middle: A report on multicultural boomers coping with family and aging issues</i>. Washington, DC: AARP. (Executive summary available at aarp.org)</p> <p>2. Bass, D. M. et al. (2003). The Cleveland Alzheimers' managed care demonstration: Outcomes after 12 months of implementation. <i>The Gerontologist</i>, 43(1), 73-85.</p> <p>3. Moreno, C. L. & Bravo, M. (2002). A psychoeducational model for Hispanic Alzheimers' disease caregivers. <i>The Gerontologist</i>, 42(1), 122-126.</p>
<p>Week 9 11/3/03</p>	<p>Mental health issues and policy</p> <p>Guest speaker: Galen Brewer from Texas Mental health and Aging Coalition</p>	<p>Required: Wacker et al. Chap. 12.</p> <p>1. Administration on Aging (2001). Older adults and mental health: Issues and opportunities (Executive Summary and Chapter 2. Community Mental Health Services): available at: aoa.gov/mh/report2001/execsum.html</p> <p>2. Shea, D. G. (2003). Swimming upstream: Geriatric mental health workforce. <i>Public Policy and Aging Report</i>, 13(2), 3-7</p> <p>3. Biegel, D. E., Farkas, K. J., & Song, L. (1997). Barriers to the use of mental health services by African-American and Hispanic elderly persons. <i>Journal of Gerontological Social Work</i>, 29 (1), 23-44.</p> <p>4. Shea, D. (Spring, 2002). Parity and prescriptions: Policy developments and their implications for mental health in later life. <i>Generations</i>, 83-89.</p> <p>Recommended:</p> <p>1. National Institute on Aging (1999). <i>Progress report on Alzheimer's disease</i>.</p>
<p>Week 10 11/10/03</p>	<p>Individual policy analysis paper due</p> <p>Housing and transportation</p> <p>Elder abuse issues</p>	<p>Required: Wacker et al. Chap. 14 & 15.</p> <p>1. <i>Housing and older Texans</i>. TDOA Office of Aging Policy and Information Policy Paper (2002): available at: tdoa.state.tx.us.</p> <p>2. Administration on Aging (1998). The national elder abuse incidence study: Executive summary: available at: aoa.gov/abuse/report/default.html</p> <p>3. Quinn, M. J. & Heisler, C. J. (2002). The legal system: Civil and criminal responses to elder abuse and neglect. <i>Public Policy and</i></p>

		<u>Aging Report</u> , 12 (2), 8-14.
Week 11 11/17/03	Senior centers, nutrition & meal programs Case management	Required: Wacker et al. Chap. 7,10, & 16 1. Wellman, N.S., Rosenzweig, L. Y., & Lloyd, J. L. (2002). Thirty years of the Older Americans' Nutrition program. <u>Journal of American Dietetic Association</u> , 102, 348-350. 2. Ritchie, C. (2002). Coordination and advocacy for rural elders (CARE): A model of rural case management with veterans. <u>The Gerontologist</u> , 42(3). 399-405. Recommended: Arcury, T. A. et al. (1998). Barriers to nutritional well-being for rural elders: Community experts' perceptions. <u>The Gerontologist</u> , 38 (4), 490-498.
Week 12 11/24/03	Opportunities for education, employment, and volunteering	Wacker et al. Chap. 5, 6, & 8 1. Jackson, J. S. (2001). Changes over the life course in productive activities: Comparison of black and white populations (pp. 214-241). In Morrow-Howell, N., Hinterlong, J., & Sherraden, M. (Eds.). <u>Productive aging: Concepts and challenges</u> . Baltimore, MD: Johns Hopkins University. 2. Childress, D. (2002). Nine 'best practices' for SCSEP projects. <u>Innovations</u> , 4, 7-12.
Week 13 12/1/03	Class presentation	

XIII. Explanation of Assignments

1. Current event/news report analysis papers (2 typed, double-spaced, 3-page papers due 9/29 and 10/27; 5 points each, 10 points total)

For each paper, students are required to submit a 3-page summary and critical analysis of newspaper and/or magazine articles about a social problem and/or policy issue of interest to older adults or a legislative bill being discussed. It is recommended that the students make efforts to find at least two news items or articles that are related to the same issue for each paper. Students should clip the newspaper and/or magazine articles and attach them to the paper. The instructor will choose 2 or 3 papers and we will have in-class discussions during the semester.

Because of the idiosyncratic nature of each news item or article, no firm guidelines for the paper are provided. However, student may consider the following in their reports:

- a. Identification and discussion the nature and extent of the social problem (and/or policy issue)
- b. Significance of the program/policy in consideration/implementation
- c. Description of the older adult groups who are (will be) negatively or positively affected.
- d. Stake holders, special interests, an other important actors
- e. Your analysis of the strengths and weaknesses of the (proposed) policies/programs
- f. Any questions or innovative ideas you may have regarding any aspect of the problem and/or policy

2. Qualitative interview report (double-spaced, 6-page; due October 13; 30 points: Students are required to submit an application for the University of Texas at Austin's IRB approval for this project. The instructor will provide an application form in class and submit the students' applications.): For this paper, students are asked to (1) choose a topic, such as retirement income security, health care cost, transportation

problems, mental health service access among minority older adults, and the positive health effect of volunteering; (2) conduct informal interviews with two older adults who are directly affected by the problem/program *or* two professionals/experts (geriatric social workers, program administrators; politicians; community advocates; nursing home staff; and/or physicians); and (3) write a 6-page summary of the interviews. Before the interviews, students must prepare an interview guide listing questions to be asked (please see below an example of an interview guide), and ***the interview guide must be approved by the instructor***. In the introduction, students are required to describe the significance of the problem/program, citing existing studies and how and why the interviewees were chosen.

An **example of interview guide** (adopted from *Teaching Resource Kit v. 2.0*: A publication of the Council on Social Work Education's Strengthening Aging and Gerontology Education for Social Work (SAGE-SW) program: Funded by the John A. Hartford Foundation):

(Interview two people who have retired from full-time employment. Ask each person to respond to the questions listed below.)

1. When did you retire?
2. When did you start planning your retirement?
3. In what ways is your life different from when you were employed?
4. What financial strategies would you recommend to people who are starting to plan for their retirement?
5. In what ways is your life different from when you were employed?
6. What do you most enjoy about retirement?
7. What do you least enjoy about retirement?
8. How has your retirement affected your relationship with family and friends?
9. How might your retirement be affected by your health?
10. Is your life in retirement what you expected it would be?
11. What recommendations do you have for younger adults as they begin to make plans for retirement?

3. Policy analysis paper (double-spaced, 7-page; due November 10; 30 points): In this paper, you are asked to (1) select a current social policy or program that affect the aging population at any level of government – federal, state, or local; (2) describe the nature and scope of the social problem(s) that the policy/program is intended to address; (3) analyze the effectiveness and efficiency of the policy/program in addressing the social problem(s); and (4) make recommendations for improving the effectiveness. You are required to conduct a scholarly investigation of the topic of your choice based on review of relevant statistics and existing literature. Stress is on thorough literature review of the topic, logical consistency in writing, and strong implications for social policy or social work practice for the aging population.

Please use the following guidelines for a Policy Analysis Paper

Title: Full title indicating the topic or issues that the paper is dealing with.

I. Introduction (Setting the stage: 2.5 points)

- 1) The social policy or program that will be studied in this paper
- 2) The social problem(s) that the policy/program is intended to address
- 3) Significance of the problem to social policy and social welfare (Why is this an important issue that needs to be studied?; What issues frame the contemporary discussion of the problem?)
- 4) Organization of the paper

II. The Causes, Scope, and Implications of the Problem (7.5 points)

What are the causes of (or socioeconomic, psychological, political and cultural factors influencing) the problem? How serious is the problem? What are the characteristics of the population most affected by the problem? Illustrate the extent of the problem using statistics or case examples. (A brief description or the historical background of the problem/program/policy may be provided.)

III. Description and Analysis of Policies/Programs (10 points)

What are the current federal/state policies/programs that deal with this problem? What is their (political, social, and/or economic) rationale? Are they meeting the needs of the population group(s) most affected by the problem? That is, how well do they work? Have they been implemented as planned? Are they cost-effective? What are anticipated versus unanticipated results? Strengths and weaknesses.

IV. Conclusion and Policy Recommendations (10 points)

Based on your analysis and critique, state needed improvement in current policies and programs if you found them inadequate: What *goals* should be set to improve things? What policy strategies can achieve these goals? *Who* should take responsibility for improving things? What costs might be involved in your proposed strategy? Are they justified by the benefits to be realized? Are your recommendations implementable? What might go wrong with your solutions?

V. References (proper use of APA style):

APA style. (Articles and books listed should be those that are actually cited in the paper.) Popular magazines, tabloids, and books that are not of academic nature must not be used as a reference source. Newspaper articles may be cited only when the subject is brand new and academic and research-based reference materials are nonexistent. Sources from the Internet may be cited (with proper citations, of course) when they are of academic and research-based nature. You are strongly encouraged to use the U.S. government publications available on the Internet. In some cases, the most recent government publications are available only through the Internet.

4. Group presentation and policy practice paper (class presentation on December 1 and a double-spaced, 12-page paper due December 8; 30 points total): For this assignment, your 5-person group is asked to identify a current policy-practice issue of vital importance to older persons in a Texas community or the state of Texas and provide a presentation to the class which outlines the nature of the policy issue and provides recommendations for the development of a feasible policy solution. Each group will be allowed 25 minutes to present their work in class during the last week of the semester. Each group must provide class members a 2-3 page synopsis of their work at the time of the oral presentation. In addition, each group must submit a 15-page paper to the instructor by July 31st. Recommended guidelines for the presentation and the paper are:

I. Identification of the problem and rationale for putting this problem on the public's agenda (5 points):

- Why is this an important issue that deserves attention from practitioners, policy-makers, and administrators?
- What is the nature and scope of suffering experienced by the target population group(s)? Provide some empirical evidence.

II. Absence of and deficits in existing programs/policy (5 points):

- Why are the current programs and policy, if any, not sufficient in dealing with the problem?; or
- Why has there been no program or policy? (Value conflict, no funding, lack of advocacy...?)

III. Description of your program/policy: Its goals and objectives, target populations, and provisions (5 points)

- What do you expect your program/policy to achieve? How?
- Would there be any eligibility criteria?
- What would the program offer in terms of benefits to the target population?

IV. Service delivery and funding mechanism (5 points):

- How would the program/provisions be set up? Organizational structure?
- How much will it cost to run the program? Why?
- What funding sources will you use to support the program?

V. Program/policy monitoring and outcome evaluation (5 points):

- How will you evaluate the effectiveness of the program? How do you know it works?
- Identify unintended consequences that might occur and why? What will you do about them?

VI. Policy advocacy strategies (5 points):

- What strategies will you use to “sell” your idea to the legislature, administrator, public, etc.. Discuss realistically about your ability to sell this idea (most social problems don’t sell easily).

VII. References: APA style

XIX. Bibliography

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X. Online Policy Sites

For a list of links to many policy-related sites: www.newyorkwired.com/sspolicy.htm

AARP: aarp.org

Administration on Aging: aoa.dhhs.gov

Agency for Health Care Research and Quality: ahrq.gov

Alzheimer's Association: alz.org

US Census Bureau: census.gov

Centers for Disease Control: cdc.gov

Centers for Medicare and Medicaid Services: cms.hhs.gov

Commonwealth Fund (good resource for health care policies): commonwealthfund.org

Department of Health and Human Services: hhs.gov
Indian Health Services: ihs.gov
Executive Office of the President: whitehouse.gov
Family Caregiving Alliance: caregiving.org
Families USA (The Voice of Health Care Consumers): familiesusa
Food and Drug Administration: fda.gov
Gerontological Society of America: geron.org
Health Resources and Services Administration: hrsa.gov
Office of National Drug Control Policy: (1)whitehousedrugpolicy.gov/
(2)whitehousedrugpolicy.gov/policy/papers
Hospice Foundation of America: hospicefoundation.org
Legislation (Current bills): <http://thomas.loc.gov/>
Legislation (previous laws): <http://thomas.loc.gov/home/bdquery.html>
Legislation(copies of historical laws): <http://lcweb2.loc.gov/const/mdbquery.html>
Lesbian and Gay Aging Issues Network: asaging.org/Networks/lgain/index.htm
Mental Health and Aging: mhaging.org
National Academy on an Aging Society: agingsociety.org/agingsociety
National Alliance for the Mentally Ill: nami.org
National Association of State Mental Health Program Directors: nashpd.org
National Center for Health Statistics: cdc.gov/nchs/datawh/nchsdefs/nchs.htm
National Council on Aging: ncoa.org
National Institutes of Health: nih.gov
National Institute of Drug Abuse: nida.nih.gov/NIDAhome1.html
National Institute on Alcohol Abuse and Alcoholism: niaaa.nih.gov/
National Institute of Mental Health: nimh.nih.gov/home.cfm
National Policy & Resource Center on Nutrition & Aging: fiu.edu/~nutrelder/
Office of Managed Care: mentalhealth.org/cmhs/managedcare
President's New Freedom Commission on Mental Health: mentalhealthcommission.gov/
Roper Center for Public Opinion Research: ropercenter.uconn.edu
US Senate Special Committee on Aging: senate.gov/%7Eaging
Social Security Administration: ssa.gov
Social Security Network (Century Foundation): socsec.org
Supplemental Security Income (SSI) information: aspe.os.dhhs.gov/cfda/p96006.htm
Substance Abuse and Mental Health Services Administration: samhsa.gov
Texas Department of Aging: tdoa.state.tx.us
Texas Department of Mental Health and Mental Retardation: tmhmr.state.tx.us
Texas Commission on Alcohol and Drug Abuse: tcada.state.tx.us
Texas Health and Human Services Commission: hhsc.state.tx.us
Texas Department of Health: tdh.state.tx.us