

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

Course Number:	SW 392R4	Instructor's name:	Namkee G. Choi, MSW, Ph.D.
Unique Number:	64675	Office Number:	3.122D
Semester:	Fall 2004	Office Phone:	(512) 232-9590/471-5041
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 films. 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 and Recommended Course Materials

Required

A packet of readings, available for purchase at the University Central Duplicating Services (ground floor in the School of Social Work building)

Recommended

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)

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. Five take-home quizzes	20
2. Two current event/news reports	10
3. Book review	15
4. Qualitative interview report	25
5. 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 8/30/04	<p>Introduction to course</p> <p>Demographics; and racial and ethnic differences</p> <p>Definitions and descriptions of social welfare policy</p> <p>The range of entitlement and need-meeting programs and policies</p> <p>Group exercise: “Personhood portrait” “Membership elimination”</p>	<p>No required reading</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 9/13/04	<p>First News Report Due</p> <p>The range of entitlement and need-meeting programs and policies (cont)</p> <p>Frameworks for social policy analysis and development</p> <p>Andersen-Newman Model of health services utilization</p>	<p>Required:</p> <ol style="list-style-type: none"> 1. Administration on Aging (2003). A layman’s guide to the Older Americans’ Act: retrieved from: aoa.gov/about/legbudg/oaa/laymans_guide/laymans_guide.asp 2. Ginsberg, L. (1996). Analyzing social policies and models for policy analysis (pp. 173-196). Chapter 8 of <u>Understanding social problems, policies, and programs</u>. Univ. of S. Carolina Press. 3. 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.
Week 3 9/20/04	<p>Take-Home Quiz 1 Due (Covering wk 2-3)</p> <p>Income and poverty issues: Social Security, SSI, and</p>	<p>Required:</p> <ol style="list-style-type: none"> 1. Choi, N. G. (In press). Federal income maintenance policies and programs. A chapter to be published in the <u>Handbook of Social Work in Aging</u>. 2. Orszag, P., Kogan, R., & Greenstein, R. (2002). Ten points concerning carve-out Social Security individual account. AARP Public Policy Institute.

	<p>SCSEP</p> <p>Video: To be old, poor and black in America</p>	<p>3 Verma, S. (2003). Retirement coverage of women and minorities: Analysis from SIPP 1998 data. AARP Public Policy Institute (PPI).</p> <p>Recommended:</p> <ol style="list-style-type: none"> 1. Wu, K. B. (2003). Poverty experience of older persons: A poverty study from a long-term perspective. AARP PPI: available at: aarp.org/ppi 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>Week 4 9/27/04</p>	<p>Chronic illness and disability and health care policy issues: Medicare and Medicaid</p> <p>Guest speaker: Serene Li, Elder Law Attorney; Medicaid specialist</p>	<p>Required:</p> <ol style="list-style-type: none"> 1. CMS. (2004). Your Medicare benefits. 2. CMS (2004). Medicare Prescription Drug Discount Card and Transitional Assistance Program. 3. Families USA (11/25/2003). Understanding the new Medicare Prescription Drug Benefit. 4. Bruen, B. K., Wiener, J. M., & Thomas, S. (2003). In brief: Medicaid eligibility policy for aged, blind, and disabled beneficiaries. AARP PPI. 5. Cubanski, J. & Kline, J. (2002). In pursuit of long-term care: Ensuring access, coverage, quality. <u>The Commonwealth Foundation Issue Brief (#536)</u>: retrieved from: commonwealthfund.org/programs/elders/... 5. AARP PPI (2003). Private long-term care insurance: the Medicaid interaction. Issue Brief No. 68. <p>Recommended:</p> <ol style="list-style-type: none"> 1. AARP PPI (2003). Medicare+choice: Payment issues in rural and low-payment areas (Data Digest # 60): available at: aarp.org/ppi 2. AARP (2003). Home and community-based long-term services: available at: research.aarp.org/health/fs90_hcbc.html 3. Enrollment of Hispanic dual eligibles on the Texas-Mexico Border; available at: tdoa.state.tx.us
<p>Week 5 10/04/04</p>	<p>Take-Home Quiz 2 Due (Covering wk 4-5)</p> <p>Long-term care policy issues (continued)</p> <p>Family support and kinship caregiving</p> <p>Video: Caring about Howard</p>	<p>Required:</p> <ol style="list-style-type: none"> 1. Basler, B. (2004, June). Suing to get out in the world. <u>AARP Bulletin</u>. 2. Fisher, H. M. & Raphael, T. G. (2003). Managed long-term care: Case integration through case coordination. <u>Journal of Aging and Health</u>. 15, 223-245. 3. AARP PPI (2003). Consumer-directed personal care services for older people in the U.S. Issue Brief No. 64. 4. AARP PPI (2004). Adult day services: Fact sheet. 5. Angel, J. L. (2001). Challenges of caring for Hispanic elders. <u>Public Policy and Aging Report</u>, 11(2), 11-16. 6. AARP PPI (2002). Family caregiving and long-term care: Fact sheet. <p>Recommended:</p> <ol style="list-style-type: none"> 1. Moreno, C. L. & Bravo, M. (2002). A psychoeducational model for Hispanic Alzheimers' disease caregivers. <u>The Gerontologist</u>, 42(1), 122-126. 2. Borryo, E. A. et al. (2002). Utilization across the continuum of long-term care services. <u>The Gerontologist</u>, 42 (5), 603-612 3. Newman, S. (2002): Insuring your future: What caregivers need to know about long-term care Insurance. San Francisco, CA: Family Caregiver Alliance: National Center on Caregiving: available at: caregiver.org 4. Cohen, M. A. (2003). Private long-term care insurance: A look ahead.

		<p><u>Journal of Aging and Health</u>, 15 (1), 74-98.</p> <p>5. 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>
Week 6 10/11/04	<p>Book Review Due</p> <p>Field Trip to Arden Courts (11630 Four Iron Drive, Austin)</p>	<p>Required:</p> <p>1. Kissam, S. et al. (2003). Admission and continued-stay criteria for assisted living facilities. <u>Journal of the American Geriatrics Society</u>, 51, 1651-1654.</p>
Week 7 10/18/04	<p>Take-Home Quiz 3 Due (Covering wk 6-7)</p> <p>Mental health issues and policy</p> <p>Guest speaker: Knoel Babin, Outreach coordinator, St. David's Pavillion</p>	<p>Required:</p> <p>1. Biegel, D. E., Farkas, K. J., & Song, L. (1997). Barriers to the use of mental health services by African-American and Hispanic elderly persons. <u>Journal of Gerontological Social Work</u>, 29 (1), 23-44.</p> <p>2. Choi, N. G. & Gonzalez, J. M. (In press). Geriatric mental health clinician's perceptions of barriers and contributors to retention of older minorities in treatment: An exploratory study. <u>Clinical Gerontologist</u>.</p> <p>3. Shea, D. G. (2003). Swimming upstream: Geriatric mental health workforce. <u>Public Policy and Aging Report</u>, 13(2), 3-7</p> <p>4. Shea, D. (Spring, 2002). Parity and prescriptions: Policy developments and their implications for mental health in later life. <u>Generations</u>, 83-89.</p> <p>Recommended:</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. National Institute on Aging (1999). <u>Progress report on Alzheimer's disease</u>.</p>
Week 8 10/25/04	<p>Second News Report Due</p> <p>Housing and transportation</p> <p>Video: My home</p> <p>Senior centers, nutrition & meal programs</p>	<p>Required:</p> <p>1. <u>Housing and older Texans</u>. TDOA Office of Aging Policy and Information Policy Paper (2002): available at: tdoa.state.tx.us.</p> <p>2. CBPP (2003). Introduction to the Housing Voucher Program.</p> <p>3. U.S. Department of HUD. (2004). Top ten things to know if you are interested in a reverse mortgage. Retrieved from http://www.hud.gov:80/offices/hsg/sfh/hecm/rmtopten.cfm.</p> <p>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.</p>
Week 9 11/01/04	<p>Take-Home Quiz 4 Due (Covering wk 8-9)</p> <p>Elder abuse issues</p> <p>Video: Legal and ethical issues of elder abuse and issues related to competency</p> <p>Geriatric care</p>	<p>Required:</p> <p>1. Administration on Aging (1998). The national elder abuse incidence study: Executive summary: available at: aoa.gov/abuse/report/default.html</p> <p>2. Quinn, M. J. & Heisler, C. J. (2002). The legal system: Civil and criminal responses to elder abuse and neglect. <u>Public Policy and Aging Report</u>, 12 (2), 8-14.</p> <p>3. Doyle, Jr. et al. (2003). Expanding rehabilitation services to meet the legal needs of aging Americans. <u>Journal of Rehabilitation</u>, 69(2), 49-54.</p> <p>4. Stone, R. (2002). Geriatric care managers: A profile of an emerging profession. AARP PPI.</p>

	management	
Week 10 11/08/04	Qualitative interview paper due Older persons with special needs: HIV; Substance abuse;	Required: 1. Emlert, C. A. & Poindexter, C. C. (2004). Unserved, unseen, and unheard: Integrating programs for HIV-infected and HIV-affected older adults. <u>Health & Social Work</u> , 29, 86-97. 2. Widlitz, M. & Marin, D. B. (2002). Substance abuse in older adults: An Overview. <u>Geriatrics</u> , 57 (12), 29-34.. 3. Benshoff, J. & Harrawood, L. (2003). Substance abuse and the elderly: Unique issues and concerns. <u>Journal of Rehabilitation</u> , 69 (2). 43-48. 4. Schultz, S. K. et al. (2003). Locations of facilities with special programs for older substance abuse clients in the US. <u>International Journal of Geriatric Psychiatry</u> , 18, 839-843. 5. Hanson, M. & Gutheil, I. (2004). Motivational strategies with alcohol-involved older adults: Implications for social work practice. <u>Social Work</u> , 49(3), 364-372.
Week 11 11/15/04	Take-Home Quiz 5 due (Covering wk 10-11) Grandparents raising grandchildren Productive aging: Opportunities for volunteering and use of volunteers in nonprofit agencies	Required: 1. Smith, C. J. & Beltram, A. (2003). The role of federal policies in supporting grandparents raising grandchildren families: The case of U. S. <u>Journal of Intergenerational Relationships</u> , 1 (2), 5-20. 2. Smith, A. B. & Dannison, L. L. (2003). Grandparent-headed families in the United States: programming to meet unique needs. <u>Journal of Intergenerational Families</u> , 1(3), 35-47. 3. 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. 4. Fisher, B. J. & Specht, D. K. (1999). Successful aging and creativity in later life. <u>Journal of Aging Studies</u> , 13, 457-472.
Week 12 11/22/04	Class meets at the Foundation Library at the Hogg Foundation for Mental Health End-of-life care issues	Required: 1. 1. Patrick, D. et al. (2003). Measuring and improving the quality of dying and death. <u>Annals of Internal Medicine</u> , 139, 410-415. 2. Lorenz, K. et al (2004). Hospice Admission practice: Where does hospice fit in the continuum of care? <u>Journal of the American Geriatrics Society</u> , 52, 725-730. 3. Virnig, B. (2004). Do rural elders have limited access to Medicare hospice services? <u>Journal of the American Geriatrics Society</u> , 52, 731-735. 4. Greiner, K. et al. (2003). Hospice usage by minorities in the last year of life: Results from the national Mortality Followback Study. <u>Journal of the American Geriatrics Society</u> , 51, 970-978. 5. Sloane, P. D. et al. (2003). End-of-life care in assisted living and related residential care settings: Comparison with Nursing Homes. <u>Journal of the American Geriatrics Society</u> , 51, 1587-1594.
Week 13 11/29/04	Class presentation	Policy-practice project presentation for all groups
12/06/04 1:00 pm	Group Policy Practice Paper Due	Please bring the paper to the Instructor's office by 1:00 pm

XIII. Explanation of Assignments

1. Five take-home quizzes (20 points total; Due dates are noted in the weekly schedule above)

Students will be given five (5) take-home quizzes throughout the semester on a scheduled basis. The quizzes will ask basic questions about class notes and required readings to make sure that the students keep up with their reading assignments. The responses to each quiz should not exceed more than 2-3 single-spaced pages. Students will be allowed to drop the lowest grade they receive for a total of four quiz scores. Because of this drop policy, no make-up quizzes will be given.

2. Two current event/news report analysis papers (Typed, double-spaced, 3-page papers due 9/13 and 10/25; 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. Students are required 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

3. Book review (12-point font and double-spaced, 5-page report, due 10/11)

Students must write a critical review of one book from the following list. (If you would like to choose other books related to aging issues, please feel free to talk to me.) The grade for the assignment will be based on how clearly you describe the content of the book and movie and how you respond to the following:

- a. What was the nature and extent of aging-related issues that are dealt with in the book?
- b. What goals did the author try to achieve by writing the book?
- c. How effectively does the book cover the subject of elder care, productive aging, and so forth?
- d. What are the primary strengths and weaknesses?
- e. How well does the book relate to the information that has been discussed in class?
- f. What are the most important social policy and/or practice lessons that you took from this book?
- g. Any policy/program/practice ideas you may have to alleviate the problems dealt with in this book?

Because this is a short paper, you will need to be concise, making your points clearly and succinctly. Please note that your critical point of view is more important than merely summarizing the main issues and content of the book.

Mace, N. L. & Rabins, P. V. (2001). The 36-hour day. Revised and updated edition. New York: Warner Books.

Marcell, J. (2000). Elder rage or take my father...please!: How to survive caring for aging parents. Irvine, CA: Impressive Books.

Falkner, L. J. (2003). Search for the fountain. Lincoln, NE: iUniverse, Inc.

4. Qualitative interview report (double-spaced, 7-page; due 11/08; 25 points: Each student is required to submit an application for the University of Texas at Austin's IRB approval for this project. The instructor will discuss the application form and procedures in class):

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) based on a

thorough literature review, identify pertinent research questions that you want find some answers to; (3) develop 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***; (4) 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 (4) analyze the interview transcripts (if applicable) or data gathered from the interviews and write a 6-page report. Please use the following guidelines for a qualitative interview report:

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

I. Introduction (Setting the stage: 2 points)

- 1) A brief description of the purpose and method of the report (that this is an exploratory study based on in-depth qualitative interviews of two subjects)
- 2) The research questions that you intended to address
- 3) Significance of the research questions that you are trying to examine

II. Review of Literature (5points)

A summary and critical review of existing studies, if any, related to your topic. Also provide justification for your study (e.g., more in-depth knowledge, first-hand account needed, a gaping hole in the existing body of knowledge in specific areas....)

III. Method (2 points)

A brief description of data collection and analysis methods. For example, why and how the interviewees were selected, where and how the interviews were conducted, and how the interview data were analyzed. You may discuss the limitations of the methods here or in the discussion section.

IV. Findings (6 points)

What are the answers to your questions? Please provide a summary of your findings from the interviews, using direct quotations from the interviewees, if necessary.

V. Discussion and Implications (5 points)

Place your findings in the context of relevant policy and practice issues and make some sensible recommendations. Suggest directions for further research.

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.

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 for research on perceived retirement quality of life. 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?

5. Group presentation and policy practice paper (class presentation on 11/29 and a double-spaced, 12-page paper due 12/06; 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 and program 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 and the list of references at the time of the oral presentation. In addition, each group must submit a 12-page paper to the instructor by December 6. 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 (3points):

- 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 policy/programs (3 points):

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

III. Description of your policy/program(s): Goals and objectives, target populations, and provisions (4 points)

- What do you expect your policy/program 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 (4 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. Policy/program monitoring and outcome evaluation (3 points):

- How will you evaluate the effectiveness of the policy/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 (3 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

- Allen, S. M. & Mor, V. (1999). *Living in the community with disability: Service needs, use, and systems*. New York: Springer.
- Anders, G.(1996). *Health against wealth*. New York: Houghton Mifflin.
- Aneshensel, C. S., Pearlin, L. I., Mullan, J. T., Zarit, S. H., & Whitlatch, C. J. (1995). *Profiles in caregiving: The unexpected career*. San Diego: Academic Press.
- Bengtson, V. L. & Schaie, K. W. (1999). *Handbook of theories of aging*. New York: Springer.
- Binstock, R. H. & George, L., K. (2001). *Handbook of aging and social sciences* (5th edition). San Diego, CA: Academic Press.

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- Burch, H. A. (1996). *Basic social policy and planning: Strategies and practice methods*. Binghamton, NY: Haworth.
- Choi, N. G. (2002). *Social work practice with the Asian American elderly*. Binghamton, NY: Haworth.
- Conley, D. (1999). *Being Black, Living in the Red: Race, Wealth, and Social Policy in America*. Berkeley, CA: University of California Press.
- Cluff, L. E. & Binstock, R. H. (2001). *The lost art of caregiving: A challenge to health professionals, families, communities, and society*. Baltimore, MD: The Johns Hopkins University Press.
- Decalmer, P. & Glendenning, F. (1997). *The mistreatment of elderly people*. 2nd Edition. Thousand Oaks, CA: Sage.
- DiNitto, D. (2003). *Social welfare: Politics and public policy* (5th edition). Boston: Allyn and Bacon.
- Dixon, J. (1999). *Social Security in global perspective*. Westport, CN: Praeger.
- Dobelstein, A. W. (1996). *Social welfare: Policy and analysis* (2nd edition). Chicago: Nelson-Hall.
- Dunn, W. N. (1994). *Public policy analysis: An introduction*. Englewood Cliffs: Prentice Hall.
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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
 Alzheimers' 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](http://familiesusa.org)
 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