

APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date 1/22/07

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GRN 774 b. Title* Public Policy and Aging

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts _____

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 3:0 f. Credits 3

g. Course description
This course reviews major issues and trends in the economics of aging and social policy and aging. The course emphasizes health, economic, and welfare policies and considers their implications on federal, state, and local levels. Special consideration is given to dynamics that shape past, current, and future policy in the area of aging.

h. Prerequisites (if any)
Graduate standing

i. May be repeated to a maximum of 0 (if applicable)

4. To be cross-listed as

Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date Spring 2008 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)
Faculty resources only support offering this course every other year

8. Why is this course needed? There is no graduate course that focuses specifically on public policy and aging. There is a gap in the curriculum in this area; what information is taught is scattered throughout different courses and is incomplete. Student demand has generally been high when taught as an experimental course.

9. a. By whom will the course be taught? Pamela B. Teaster, PhD

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

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10. What enrollment may be reasonably anticipated? 5-12
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11. Will this course serve students in the Department primarily? Yes No
- Will it be of service to a significant number of students outside the Department?
If so, explain. Yes No
- The course is appropriate for graduate students interested in working with older people and attempting to understand policy, such as those in nursing, communication, and social work.
-
- Will the course serve as a University Studies Program course? Yes No
- If yes, under what Area? _____
-
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
 - relatively new, now being widely established
 - not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program:
If yes, which? Yes No
-
15. Will adding this course change the degree requirements in one or more programs?*
- If yes, explain the change(s) below Yes No
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16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
18. Within the Department, who should be contacted for further information about the proposed course?
- Name Pamela B. Teaster, PhD Phone 859 257-1450 x80196

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / Graham D Rowles
printed name Reported by Department Chair signature

2-20-08
DATE of Approval by College Faculty

Linda A. Alexander / Linda A Alexander
printed name Reported by College Dean signature
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

printed name Reported by Graduate Council Chair signature

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson / Heidi Anderson
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Aging and Public Policy GRN 774

Instructor: Pamela B. Teaster, Ph.D. **Phone:** 859/257-1450 x80196
Office: 306C Health Sciences Building **E-mail:** pteaster@uky.edu
Location: Conference Room 304E **Office Hours:** By appointment
Time: **Wednesday**, 9:00 p.m. - 12:00 p.m.

Required Textbooks

Altman, S.H., & Shactman, D.I. (Eds.). (2002). *Policies for an aging society*. Baltimore, MD: Johns Hopkins Press.

Estes, C., & Associates. (2001). *Social policy & aging: A critical perspective*. Thousand Oaks, CA: Sage.

Koff, T.H., & Park, R.W. (Eds.). (1999). *Aging public policy: Bonding the generations* (2nd ed.). Amityville, NY: Baywood Publishing.

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Course Objectives

Upon successful completion of the course, students will be able to:

- a) Evaluate existing public policy for meeting the needs of present and future cohorts of older citizens
- b) Identify ethical and equity issues surrounding allocation of resources for older persons
- c) Identify mechanisms for policy formulation and implementation for older adults
- d) Specify major public policy issues in economics and health care regarding older adults

Honor System

To ensure fairness, integrity, and the highest academic standards possible, students taking this course will abide strictly by the honor system of the University of Kentucky. Information regarding *Student Rights and Responsibilities* may be found at

<http://www.uky.edu/StudentAffairs/Code/part2.html>

under Sections 6.3.0 and following.

Adherence to Due Dates

All assignments, written using the highest standards of writing, are due on the date indicated on this syllabus and will be presented to the instructor as a hard copy document. Assignments one day late will incur a one letter grade penalty. No assignments will be accepted more than one day late.

Class Participation/Presentation

Class members are encouraged to participate fully in the seminar format of this course. Divergent opinions are welcome and expected in a course of this nature. Ours is an academic learning environment and, as a result, developing the "life of the mind" demands the utmost respect of others and their views. Class participation is evaluated on an overall course basis, in terms of quality as well as quantity. Unexcused absence from class will result in reduction of credit for this component.

Reading Reaction Memoranda (10)

The Memoranda (ten total) are the result of your class reading and any other readings that synthesize aging policy issues and class discussion. Be prepared to use points raised in your *Reading Reaction Memoranda* in our class discussion. Your paper should be prepared for the week due and be approximately 3 double-spaced, typed pages that discuss and evaluate the articles or book chapters that are the week's reading. Your papers will be evaluated on perceptiveness and writing quality and should include the following: (a) the purpose of the chapter/article, (b) summary, (c) relation to other readings in the course, class discussion, any outside readings, and (d) your reaction to the article.

Policy Paper (Due April 23)

Each student will select a policy initiative having to do with older adults at either the state or the national level and will develop a paper that presents a cogent argument for or against the policy. You should select a position on the topic and develop your argument convincingly. The purpose of this assignment is to grasp the various perspectives that can be taken on major policy issues. Policy is highly political and crafted with an understanding of the stakes and stakeholders.

Include the following elements in your paper:

- Introduction to the issue/topic (e.g., bill number and subject, patrons and background, historical background, statement of the problem that the legislation is addressing)
- Summary of the legislation
- Analysis of the strengths and weaknesses of the current policy
- Recommendations for the policy, including creation of any new policy to address any shortcomings of the present policy
- Known outcomes or resolution as of the writing of the paper
- Synthesis/application of course readings to the policy

Include a one page Executive Summary of your paper. (I will provide you an example). The body of your paper should be approximately 10 well-crafted pages that present the full position and supporting arguments. Such an argument will, of course, include scholarly sources to support your position. As any good policy person knows, you should include graphs, tables, and case studies to support your position (these should be in the appendix of your paper). Use APA guidelines and format. The Executive Summary should be provided to all class members one week prior to the presentation of your position.

Presentations (April 23 & April 30)

Each class member will present his or her policy position within a specified time frame. Oral presentations should be succinct and to the point (you are presenting expert testimony to a Special Committee). Your presentation will be timed, and you will be held to the minutes allocated. The presentation will be followed by a timed question and answer period.

Students are encouraged to use a variety of presentation methods.

Course Evaluation

The final evaluation in the course is based on each student's grades on the Reading Reaction Memoranda, class discussion, policy paper and presentation, and final examination.

	<u>Point Allotment</u>
Reading Reaction Memoranda (10 @ 20 points each)	200
Class Discussion	100
Position Paper	100
Presentation	<u>100</u>
	600

Thus, the following point accumulation determines your grade for the course:

A = 600-540; B = 539-480; C = 479-420; E= 419 and below

Invitation for Further Discussion

I invite you to discuss with me your progress in the class at any time during the semester, and I encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove difficult for you. I am more than happy to read and critique a draft of your policy paper if you give it to me a week in advance of when you would like feedback.

Supportive Learning

Should you be a person with a disability and/or feel that there is anything that I should know in order to improve your learning environment in this course, please contact me by telephone or in person.

Course Outline

<u>Date</u>	<u>Topic</u>
January 15	Introduction, Requirements, Expectations Differences Among Ethics, Equity, and Equality
January 22	Context of Aging Policy <u>Readings:</u> <ol style="list-style-type: none">Schactman & Altman, Chapters 1, 2Koff & Park, Chapters 1, 2
January 29	The Older Americans Act (<i>No Reading Reaction Memoranda for This Week</i>) <u>Readings:</u> <ol style="list-style-type: none"><i>The Older Americans Act of 2000</i>, print from Web, instructions regarding printing provided http://www.aoa.dhhs.gov/default.htmKoff & Park, Chapters 3, 4, 5
February 5	Theoretical Framework as Applied to Aging Policy <u>Readings:</u> Estes and Associates, Chapters 1, 2, 3, 4
February 12	Major Public Policies for Older People <u>Readings:</u> <ol style="list-style-type: none">Koff & Park, Chapter 6, 7, 8Estes and Associates, Chapter 5
February 19	More Major Public Policies <u>Readings:</u> <ol style="list-style-type: none">Koff & Park, Chapter 9, 10Estes and Associates, Chapters 6, 7
February 26	A Political Economy View of Health and Health Care for Older People <u>Readings:</u> Estes and Associates, Chapters 8, 9, 10, 11

March 5 **And Now from the Right, It's the Economy...**
Readings:
1. Schactman & Altman, Chapters 3, 4, 5, 6, 7

March 12 **Alternatives to the "What Is"**
Readings:
Altman and Schactman, Chapters 8, 9, 10, 11

March 19 **Spring Break--Enjoy!**

March 26 **More Alternatives to the "What Is"**
Readings:
Altman and Schactman, Chapters 12, 13, 14

April 2 **Through the Looking Glass**
Readings:
Altman and Schactman, Chapters 15, 16, and 17

April 9 **No Class.** (Use time for papers and presentation)

April 16 **Other Views from the Bridge**
1. Estes et al., *Concluding Observations on Social Policy, Social Theory, and Research* (pp. 231-237)
2. Koff & Park, Chapter 11

Possible Invited Speakers:

William F. Benson, Former Acting Principal Deputy Assistant Secretary for Aging (1997); Benson and Associates.

Bob Blancato, Executive Director, 1995 White House Conference on Aging; President, National Committee for the Prevention of Elder Abuse; Matz, Shea, and Blancato.

April 23 **Presentations** (*Paper Due*)

April 30 **Presentations**

Possible, Invited Speakers:

Jerry Whitley, Executive Director, Office of Aging Services, Frankfort, KY
Representative Susan Westrom, Kentucky House of Representatives, House District 79

Other Events This Semester:

- *Ph.D. Program in Gerontology Friday Discussions*
- *Sanders-Brown Center on Aging Seminar Series*
- *Visit to the Kentucky General Assembly (TBA, Encouraged)*