I. Catalogue Description
This course provides knowledge about the contemporary organization of health care as well as policies and services for older adults and people with disabilities.

II. Course Overview
This required policy and services course for students in the health and aging focus areas provides knowledge and skills to understand the United States health care system and major policies and services established to provide health coverage and access to medical care and support services for vulnerable populations, including older adults and individuals with disabilities. The course analyzes legislation, policies and politics that influence the context of social work practice in these focus areas with particular attention on health care reform and its impact on access to care and health disparities. Additionally, the course reviews and discusses the impact of advocacy strategies aimed at developing and/or changing national and local policy to further expand coverage and access to care for vulnerable populations.

III. Course Competencies and Practice Behaviors
Successful completion of this course implies that students will have progressed toward achieving some of the core social work competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Identify as a professional social worker and conduct oneself accordingly (Competency 2.1.1), by: | Applying knowledge of social services, policies and programs relevant to the health and aging focus areas; to advocate for clients access to services. | • Required Readings  
• In Class Activities  
• Election Paper  
• Mid-Term Exam  
• Advocacy Portfolio  
• Final Exam |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Engage in diversity and difference in practice (Competency 2.1.4) by:     | Demonstrating an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in health and aging. | • Required Readings  
• In Class Activities  
• Advocacy Portfolio |
| Advance human rights and social and economic justice (Competency 2.1.5) by:| Appraising how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the health and aging focus areas.  
Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to the health and aging focus areas. | • Required Readings  
• In-Class Readings  
• Election Paper  
• Mid-Term Exam  
• Advocacy Portfolio  
• Final Exam |
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services (Competency 2.1.8) by: | Evaluating, formulating, advocating for policies that advance outcomes relevant to the health and aging focus areas. | • Required Readings  
• In Class Activities  
• Election Paper  
• Mid-Term Exam  
• Advocacy Portfolio  
• Final Exam |
| Respond to contexts that shape practice (Competency 2.1.9) by:            | Assessing the impact of historical and contemporary contexts on practice and policy in the health and aging focus areas. | • Required Readings  
• In-Class Activities  
• Mid-Term Exam  
• Final Exam |

IV. Course Content

<table>
<thead>
<tr>
<th>Week 1 09/10/2016</th>
<th>Introduction and Overview of the Course</th>
<th>*Tiffany - Madison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 09/17/2016</td>
<td>Americans with Disabilities Act</td>
<td>*Tiffany - Eau Claire</td>
</tr>
</tbody>
</table>

READINGS:

Required (*17 pages)
Week 2 Continued


**Recommended (~9 pages):**


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**Week 3**

**09/24/2016**

**Older Americans Act**

**Guest Speaker: Angela Velasquez, Area Agency on Aging of Dane County**

**READINGS:**

**Required (~15 pages):**


3. Thomas, K., & Mor, V. (2013). The care span: Providing more home-delivered meals is one way to keep older adults with low care needs
### Week 3
Continued

out of nursing homes. *Health Affairs, 32*(10), 1796-1802. (~6 pages)


### Week 4
10/01/2016

**Social Security**

**READINGS:**

**Required (~17 pages):**


**Recommended (~17 pages):**


### Week 5
10/08/2016

**ASSIGNMENT DUE – ELECTION PAPER**

*Tiffany - Madison*
### Week 5
**Overview of the United States Health Care System: The Good, the Bad and the Ugly**

**READINGS**

**Required (~21 pages):**


**Recommended (~51 pages):**


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### Week 6
**10/15/2016**

**Health Care Decision-Making**

**READINGS**

**Required (~22 pages):**


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*Tiffany - Eau Claire*
### Week 6

**Continued**

<p>| | |</p>
<table>
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<th></th>
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</thead>
</table>

**Recommended (~19 pages):**


### Week 7

**10/22/2016**

**Role of Advocacy in Shaping Health, Aging & Disability Policy**

**READINGS**

**Required (~24 pages):**


**Recommended (~35 pages):**


<table>
<thead>
<tr>
<th>Week 8 10/29/2016</th>
<th><strong>MID-TERM EXAM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tiffany - Eau Claire</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9 11/05/2016</th>
<th><strong>The Affordable Care Act – Individual Mandate, Patient Protections, Health Insurance Marketplaces and Affordability Provisions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tiffany - Madison</strong></td>
<td></td>
</tr>
</tbody>
</table>

**READINGS**

**Required (~22 pages):**


**Recommended (~14 pages):**

Week 9
Continued


Week 10
11/12/2016

Medicaid Expansion and the Affordable Care Act & Medicaid for Older Adults and Individuals with Disabilities

**READINGS**

*Required (~23 pages):*


*Recommended (~22 pages):*


**Week 11**  
11/19/2016

Week 11  
11/19/2016

*Tiffany - Madison*

Long-Term Care Options for Older Adults and Individuals with Disabilities

**Guest Speaker: Joe Purcell, Aging and Disability Resource Center of Dane County**

**READINGS**

**Required (~20 pages):**


**Recommended (~3 pages):**


| 11/26/2016 | NO CLASS |
### Week 12
**12/03/2016**

**ASSIGNMENT DUE - ADVOCACY PORTFOLIO**

Medicare

**READINGS**

**Required (~23 pages):**

2. Cubanski, J. (2010). Medicare doesn’t work as well for younger, disabled beneficiaries as it does for older enrollees. *Health Affairs, 29*(9), 1725-1733. (~8 pages)


**Recommended (~3 pages):**

### Week 13
**12/10/2016**

**Current Issues in Public Health**

Course Evaluations & Wrap-Up

**READINGS**

**Required:**
- TBD

### Week 14
**12/17/2016**

**FINAL EXAM**

*Tiffany - Eau Claire*

*Tiffany - Madison*
V. Text and Reading Materials
The required readings for this course are located on the Learn@UW course site. There is no textbook to purchase. The instructor or guest speakers may assign additional reading materials throughout the semester. Since much of the subject matter of this course is newsworthy and the subject of national debate, students are encouraged to read reputable news sources and follow emerging issues, as well as the status of key reforms and legislation so they are able to incorporate this content into class discussions.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Methods and Grading

Assignments
Detailed assignment guidelines are provided at the end of the syllabus.

Methods
This course will utilize a variety of teaching, learning and evaluative methods including lecture, readings, exams, videos, guest speakers (when available) and participatory learning activities. The instructor will teach the course for both the Madison and Eau Claire students using ITV (interactive television) to integrate the two classrooms.

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in some areas, below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimum expectations in all areas, not acceptable graduate work</td>
</tr>
</tbody>
</table>

Your grade in the course will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Election Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Advocacy Portfolio</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
Attendance and Participation – 10%
Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class and leaving only for scheduled breaks. In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. Attendance will be taken at the beginning of class and I will note your level of participation. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Four points will be deducted from your grade for each unexcused absence incurred.

You are also expected to participate through making comments including incorporating relevant current events into class discussion, asking questions and being involved actively and thoughtfully in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking, inquiring and actively listening.

Election Paper: Due October 8 (Week 5) – 15%
Submit to Learn@UW by 9:00 a.m.
Students will write a paper (3 pages max., single-spaced) comparing candidates’ views on an issue impacting older adults, individuals with disabilities or access to or quality of health care.

Midterm Exam: October 29 (Week 8) – 25%
The exam will focus on terms and concepts discussed during the first half of the semester. It will include short answer, true and false and multiple choice. Students will be given a study guide two weeks prior to the exam.

Advocacy Portfolio: Due November 19 (Week 11) – 25%
Submit to Learn@UW by 9:00 a.m.
Students will complete an Advocacy Portfolio related to a policy or issue relevant to the class. Students are encouraged to advocate for policies or programs that address inequities or disparities impacting the health and well-being of vulnerable, oppressed and marginalized populations.

Final Exam: December 17 (Week 14) - 25%
The exam will focus on terms and concepts discussed during the second half of the semester. It will include short answer, true and false and multiple choice. Students will be given a study guide two weeks prior to the exam.

VII. Course Policies

Support for Students Requiring ADA Accommodations
The instructor supports students’ needs to request academic accommodations due to disabilities. Inform the instructor during the first week of the semester of any special accommodations the student believes will be needed for meeting class expectations. A copy of the VISA from the McBurney Center must be given to the instructor within the first two weeks.
of the semester so that any needed accommodations can be made. Accommodations will not be made without a VISA.

Student Behavior Policy
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. Please honor the uniqueness of your fellow students and appreciate the opportunity we have to learn from each other. Please respect the opinions of others and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Technology in Class
A minimal level of external distractions is essential to a productive learning environment. Mobile devices are not to be used in class and laptop and tablet computers are to be used only for unobtrusive note-taking (and only if there are no complaints from your classmates). If you choose to use a computer in class, you cannot have a web browser open at any time.

Late Assignments
Assignments turned in late without the student initiating an advance arrangement with the instructor will be docked 5 percentage points (on a 100-point scale) for each day past due.

Code of Ethics, Student Rights and Responsibilities and Plagiarism
BSW and incoming MSW students have read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they will honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

NASW Code of Ethics
https://www.socialworkers.org/pubs/code/code.asp

School of Social Work - Student Rights and Responsibilities
https://socwork.wisc.edu/rights

School of Social Work - Plagiarism Policy
https://socwork.wisc.edu/files/Plagiarism-rev.pdf

Plagiarism
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without
citation or authorization. Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Process:
• If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
• If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
• Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
• More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
• Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
• Note: Students can appeal any sanctions.

More information:
1. Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf
ASSIGNMENT GUIDELINES

Election Paper

DUE: October 8, Submit to Learn@UW by 9:00 a.m.

Instructions:

1. **Choose one of the offices below, to be elected during the 2016 Fall General Election:**

<table>
<thead>
<tr>
<th>STATE OFFICES</th>
<th>NATIONAL OFFICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Senator (Even Numbered Districts)</td>
<td>United States Senator</td>
</tr>
<tr>
<td>State Representative (All 99 Districts)</td>
<td>Representative in Congress</td>
</tr>
</tbody>
</table>

**Resources**
 Locate your legislative district - http://maps.legis.wisconsin.gov
 Wisconsin candidates - http://www.wisconsinvote.org/candidates-and-races
 United States Senate - http://www.senate.gov/index.htm

2. **Choose an issue that affects people with disabilities, older adults or access to or quality of health care.**

3. **Research the issue and the candidates’ positions on the issue.**
   Look at the candidates’ webpages, newspaper articles, contact campaign offices, etc.

4. **Write a 3-page, single-spaced paper containing the following:**
   - Candidate information
     (Names, office they are running for, party affiliation, geographic area, whether they are an incumbent)
   - Background information on the issue
   - Each candidates’ position on the issue
   - Your opinion on the issue

**Grading:**
This assignment will be graded on a 100-point scale and is worth 15% of your overall grade in the course.
**Assignment Guidelines**

**Advocacy Portfolio**

**Due:** November 19, Submit to Learn@UW by 9:00 a.m.

**Purpose:** Social workers witness first-hand how local and national policies impact the lives of their clients and as such have a critical role in advocacy. The purpose of this assignment is for you to apply strategies of advocacy and social change to advance the health and well-being of a specific population.

**Instructions:** Select a policy or issue that is relevant to the course. Policies/issues selected should address inequities or disparities impacting access to health coverage, services and/or outcomes for vulnerable populations.

- **Develop an Advocacy Plan Outline** which includes the following:
  - **Definition of the problem:** This is a broad statement of the problem that you want to address. (This should be short. It can be one sentence or a single paragraph).
  - **Proposed response:** The response (e.g. policy, legislation, awareness, education) is the solution or partial solution to the identified problem. It is a short realistic goal. (This should be short. It can be one sentence or a single paragraph).
  - **Talking points** to be used by others to promote and support your issue.
  - **A list of likely allies and opponents.** Include a brief explanation of how identified allies might support your efforts, and how and/or why opponents might resist or oppose your efforts. This can be presented in table or list format.

- **Write a 1-page letter to an elected official** to convince them to support your issue.

- **Write a 700-1,000 word op-ed column to a paper or magazine** outlining the problem, the proposed solution and reasons others should support your issue.

- **Develop a bibliography** (APA Format) outlining the sources you used to gather information for your portfolio, including readings, magazines, websites, interviews, etc.

Tips and examples of the above components are included in materials posted on Learn@UW.

**Grading:**
This assignment will be graded on a 100-point scale and is worth 30% of your overall grade in the course.