

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706**

**SW 875: Health, Aging and Disability Policy and Services, Section 001
Fall 2018**

Instructor: Alison Meier, MSW, APSW
Class Time: Thursday, 6:00PM – 8:00PM
Location: UW Madison School of Social Work Room 114
Office hours: By appointment
E-mail: aemeier@wisc.edu
Credits: 2
Instructional Mode: All Face-to-Face
Canvas Course URL: <https://canvas.wisc.edu/courses/119454>

I. COURSE 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.

Attributes and Designations: This course counts toward the 50% graduate coursework requirement.

Requisites: Graduate or professional standing.

How credit hour is met: This class meets for one two-hour class period each week over the semester and carries the expectation that students will work on course learning activities (reading, writing, and studying) for about four hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. COURSE OVERVIEW

This course meets the Policies and Services requirement for the Advanced Generalist Curriculum. The focus or context for this Policies and Services course is Health and Aging. For non-health and aging focus area students, this course may be taken as a free elective. This course provides knowledge and skills necessary to understand the United States health care system and major legislation established to support the needs of older adults and people with disabilities. The course analyzes legislation, policies, and politics that influence the context of social work practice in this concentration with particular focus on the intended and unintended consequences of policies and implications for social justice. Additionally, the course reviews and discusses the impact of advocacy strategies aimed at developing and/or changing national and local health, aging and disability policy.

III. Learning Outcomes: COURSE COMPETENCY, DESCRIPTION AND DIMENSIONS

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. COURSE CONTENT

Week/ Date	Topics	Readings	Assignment Due
<p>1 9/6/18</p>	<p>Review Syllabus and Course Objectives</p> <p>Introduction to the US Health Care System:</p> <ul style="list-style-type: none"> • Structure, Organization, Financing • Comparison to Other Nations in Terms of Quality, Outcomes and Cost • Social Determinants of Health and Disparities <p><u>In-class activities:</u> Video and Discussion: “Money and Medicine.”</p>	<p>Squires, D., Anderson, A. (2015) U.S. health care from a global perspective: Spending, use of services, and health in 13 countries. <i>The Commonwealth Fund</i>.</p> <p>Hero, J., et al. (2017) The United States leads other nations in differences by income in perceptions of health and health care. <i>Health Affairs</i>, 36(6), 1032- 1040.</p> <p>Howard. J. (April 2017). Where climate change is threatening the health of Americans. <i>CNN</i>.</p>	
<p>2 9/13/18</p>	<p>Review of Key Concepts from Week 1</p> <p>Health Insurance Basics</p> <p>Medicare:</p> <ul style="list-style-type: none"> • Program History • Program Eligibility • Program Financing • Covered Services: Parts A, B, C, D • Reform Efforts • Impact on diverse populations, social justice and human rights 	<p>Blumenthal, D., et al. (2015). Medicare at 50: Origins and evolution. <i>The New England Journal of Medicine</i>, 372(5), 479-486.</p> <p>Bakk, L. et al. (2012) A social justice perspective on Medicare Part D in an age of reform: Critical Implications of trends in health care policy and advocacy. <i>Journal of Sociology and Social Welfare</i>. XXXIX (3), 29-45.</p> <p>Gross, J. (October 2011) How Medicare fails the elderly. <i>The New York Times</i>.</p> <p>Leitsinger, M. (January 2015). Sex reassignment at 74: Medicare wins open door for transgender seniors. <i>NBC News</i>.</p>	
<p>3 9/20/18</p>	<p>Medicaid:</p> <ul style="list-style-type: none"> • History and Eligibility • Program Financing • Medicaid for the Elderly, Blind and Disabled • Institutional Medicaid • Medicaid for Undocumented Immigrants • Impact on diverse populations, social justice and human rights 	<p>Iglehart, J., Sommers, B. (2015). Medicaid at 50: From welfare program to nation’s largest insurer. <i>The New England Journal of Medicine</i>, 372(22), 2152-2159.</p> <p>Leitner, J. et al. (2018) States higher in racial bias spend less on disabled Medicaid enrollees. <i>Social Science and Medicine</i>. 208, 150-157.</p>	

Week/ Date	Topics	Readings	Assignment Due
	<p><u>In-class activities:</u> Video and Discussion: “The Hard Road to Health Insurance”</p>	<p>Hoffman, J. (June 2017) Sick and afraid, some immigrants forgo medical care. <i>The New York Times</i>.</p> <p>Rau, J. Medicaid cuts may force retirees out of nursing homes. <i>The New York Times</i>.</p>	
<p>4 9/27/18</p>	<p>The Affordable Care Act (Part 1):</p> <ul style="list-style-type: none"> • The Road to Health Care Reform • Medicaid Before the ACA • Medicaid Expansion • BadgerCare in Wisconsin • Impact on diverse populations, social justice and human rights 	<p>Boulton, G. (2015, August 1). With millions of dollars at stake, Wisconsin leaders hold fast in opposition to Obamacare. <i>Milwaukee Journal Sentinel</i>.</p> <p>Kaester, R., Rosenbaum, S. (June 2018) Are Medicaid work requirements a good idea? <i>The Wall Street Journal</i>.</p> <p>Artiga, S. et. al. (October 2017) The role of Medicaid and impact of the Medicaid expansion for veterans experiencing homelessness. <i>Kaiser Family Foundation</i>.</p> <p>Brownstein, R. (July 2017). How Medicaid cuts could exacerbate the opioid epidemic. <i>The Atlantic</i>.</p>	
<p>5 10/4/18</p>	<p>The Affordable Care Act (Part 2):</p> <ul style="list-style-type: none"> • Patient Protections • The Individual Mandate • Health Insurance Marketplaces • Affordability Provisions • Impact on diverse populations, social justice and human rights <p>Repeal, Replace and Reform Efforts</p> <ul style="list-style-type: none"> • House and Senate Bills • Impact on diverse populations, social justice and human rights <p><u>In-class activities:</u> Small Groups: Healthcare.gov Case Studies</p>	<p>Urken, R. (July 2016). A tribe called cancer: Is the US government breaking its treaties with Native Americans by not providing adequate preventive cancer care? <i>Newsweek</i>.</p> <p>Adamczyk, A. (July 2017). These are the faces of people with pre-existing conditions. <i>Money Magazine</i>.</p> <p>Rovner, J. (April 2018). Despite GOP’s failure to repeal Obamacare, the ACA has changed. <i>The Washington Post</i>.</p> <p>Bush, D. (December 2017). How will the tax bill impact health care? 5 experts weigh in. <i>PBS News Hour</i>.</p>	<p>Election Paper</p>
<p>6 10/11/18</p>	<p>The Role of Advocacy in Shaping Policy</p> <p>Guest Speaker: TBD</p>	<p>Readings TBD</p>	

Week/ Date	Topics	Readings	Assignment Due
	<p>Mid-Term Exam Review</p> <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Small Groups: Health Insurance Eligibility Case Studies 		
<p>7 10/18/18</p>	<p>Mid-Term Exam</p>		<p>Mid-Term Exam (during class)</p>
<p>8 10/25/18</p>	<p>Community-based Long-Term Care for Older Adults and Individuals with Disabilities:</p> <ul style="list-style-type: none"> • Legacy Waivers • Family Care • IRIS • Impact on diverse populations, social justice and human rights <p>The Older Americans Act:</p> <ul style="list-style-type: none"> • Demographics of the Aging Population • History and Purpose • Funding • WI Services • Impact on diverse populations, social justice and human rights <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Video and Discussion: “Old and Poor: America’s Forgotten” • Video and Discussion: “Using Medicaid dollars to expand long-term care choices” 	<p>Garfield, R. et al. (2015). Serving low-income seniors where they live: Medicaid’s role in providing community-based long-term services and supports. <i>Kaiser Family Foundation</i>.</p> <p>Thomas, K., Mor, V. (2013). Providing more home-delivered meals is one way to keep older adults with low care needs out of nursing homes. <i>Health Affairs, 32(10)</i>, 1796-1802.</p> <p>AARP. Fact Sheet: The Older Americans Act.</p>	
<p>9 11/1/18</p>	<p>The Americans with Disabilities Act:</p> <ul style="list-style-type: none"> • The Disability Rights Movement • Demographics of Americans with Disabilities • ADA History and Purpose • ADA Amendments of 2008 • The Olmstead Decision • Impact on diverse populations, social justice and human rights <p><u>In-class activities:</u></p> <p>Video and Discussion: “Lives Worth Living”</p>	<p>Gostin, L. (2015). The Americans with Disabilities Act at 25: The highest expression of American values. <i>Journal of the American Medical Association, 313(22)</i>, 2231-2235.</p> <p>Pratt, T. (March 2017). The separate, unequal education of students with special needs. <i>The Atlantic</i>.</p> <p>Corley, M. (2014, April 23). Subminimum wages for the disabled: godsend or exploitation? <i>NPR</i>.</p>	

Week/ Date	Topics	Readings	Assignment Due
<p>10 11/8/18</p>	<p>Social Security and SSI:</p> <ul style="list-style-type: none"> • The Social Security Act • Disability Determination Process • SS Retirement • SSDI • SSI • Program Solvency and Reform Proposals • Impact on diverse populations, social justice and human rights <p><u>In class activity:</u></p> <ul style="list-style-type: none"> • Small Groups: Social Security and SSI Case Studies 	<p>Social Security Administration. (2009). Fact Sheet: Social Security and Supplement Security Income: What’s the difference?</p> <p>Sullivan, P. (2012, September 11). The tight wire act of living only on Social Security. <i>The New York Times</i>.</p> <p>Bum, K., Torres-Gil, F. (2011). Social Security and its impact on older Latinos. <i>Journal of Applied Gerontology, 30(1)</i>, 85-103.</p> <p>Farenthold, D. (2014, October 18). The biggest backlog in the federal government. <i>The Washington Post</i>.</p>	
<p>11 11/15/18</p>	<p>Health Care Decision-Making:</p> <ul style="list-style-type: none"> • Authorized Decision-Makers • Living Will • Power of Attorney for Health Care • Guardianship • Supported Decision-Making • Impact on diverse populations, social justice and human rights <p>Guest Speaker: TBD</p> <p><u>In class activity:</u></p> <ul style="list-style-type: none"> • Video and Discussion: “The Enduring Legacy of Terri Schiavo” 	<p>Greater Wisconsin Agency on Aging Resources. (2016). Overview of authorized decision makers and advance directives in Wisconsin.</p> <p>Vargas, T. (2013, August 2). Woman with down syndrome prevails over parents in guardianship case. <i>The Washington Post</i>.</p> <p>Jameson, M. et al. (2015). Guardianship and the potential of supported decision making with individuals with disabilities. <i>Research and Practice for Persons with Severe Disabilities, 40(1)</i>, 36-51.</p>	<p>Policy Impact Reflection Paper</p>
<p>11/22/18</p>	<p>THANKSGIVING BREAK – NO CLASS</p>		
<p>12 11/29/18</p>	<p>Final Exam Review</p> <p>Course Wrap-Up and Evaluations</p> <p><u>In-class activities:</u> Health, Aging and Disability Policy Jeopardy</p>		
<p>13 12/6/18</p>	<p>Final Exam</p>		<p>Final Exam (during class)</p>

V. TEXT AND READING MATERIALS

There are no required text books for this course. Articles and additional class materials will be available on the class web site available through Canvas.

VI. EVALUATION: Assignments, Grading and Methods

Assignments Due Dates and Points:

Assignment	Due Date	Percentage of Total Grade
Class Participation	Ongoing	10%
Election Paper	October 4, 2017	20%
Midterm Exam	October 18, 2018	25%
Policy Impact Reflection Paper	November 15, 2018	20%
Final Exam	December 6, 2018	25%

Grading Scale: Final grades will be assigned with the following grading scale for graduate courses:

A	94-100	Outstanding; surpasses expectations in all areas
AB	88-93	Surpasses expectations in many areas
B	82-87	Meets expectations in all areas
BC	76-81	Meets expectations in some areas; below in others
C	70-75	Below expectations in most areas, not acceptable graduate work
D	64-69	Below expectations in all areas
F	<64	Fails to meet minimal expectations in all areas, not acceptable work

Assignment Descriptions, Instructions and Grading Criteria:

Class Participation (Ongoing; 10%)

Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations, you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking, inquiring and actively listening to others.

Election Paper (October 4, 2018; 20%)

Purpose: Per the NASW Code of Ethics; “Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully.” Engaging in political action includes staying informed of candidates’ positions on relevant issues and voting for candidates that support policies and legislation that promote social work values, including social justice. This assignment allows students to research and compare the positions of two candidates running for office in the fall general election as they relates to a policy issue that impacts people with disabilities, older adults and/or access to or quality of health care.

Instructions: Choose one of the offices below to be elected during the 2018 Fall General Election.

STATE OFFICES	NATIONAL OFFICES
Governor State Senator (Odd Numbered Districts) State Representative (All 99 Districts)	United States Senator United States Representative

You may use the webpages listed below to find information on which candidates on running in your area.

- 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>
- United States House of Representatives - <http://www.house.gov/representatives/find/>

Next, choose a policy issue that affects people with disabilities, older adults or access to or quality of health care and write a 3-4 page singled spaced paper containing the following:

1. Overview of both candidates' information including; names, office they are running for, party affiliation, geographic area they represent, whether they are an incumbent and past political and/or professional experience that they feel qualifies them for office.
2. Background information on the issue that you have selected. Provide the name and purpose of the policy/program and/or piece of legislation on which you are comparing the candidates' positions.
3. An overview of each candidates' position on the issue and discussion of key differences between the two positions. To get information on candidates' positions review the candidates' webpages, research their past voting history or legislation that they've introduced/sponsored in the past, search newspaper articles, or contact their campaign offices.
4. Discussion of the position that you support and your rationale for your decision. Explain how the candidate's position promotes social work values, including social justice and how it will impact people living with disabilities, older adults, or other vulnerable populations.

Grading: This assignment will be graded on a 100-point scale and is worth 20% of your overall grade in the course.

Rubric:

Criteria	Points
1. Description of candidates' information: Depth of response utilizing instructions above.	10
2. Background information on the issue you selected: Depth of response utilizing instructions above.	15
3. Description of each candidate's position on the issue: Depth of response utilizing instructions above.	30
4. Discussion of the position that you support: Depth of response utilizing instructions above.	35
5. Overall organization, grammar and sentence structure.	10

Midterm Exam (October 18, 2018; 25%)

The exam will focus on terms and concepts discussed during the first half of the semester. It will include short answer/essay, true and false and multiple choice questions.

Policy Impact Reflection Paper (November 15, 2018; 20%)

Purpose: Even when practicing at the micro-level, social workers must be aware of macro-level policies and the opportunities and/or barriers they present to clients in their daily lives. The purpose of this assignment is for you to gain a deeper understanding of one of the policies discussed in class by exploring how it directly impacts someone's life.

Instructions: Identify and interview an individual (client, friend, family member, co-worker, etc) who has been impacted by one of the policies discussed in class. Write a 5-6 page double-spaced paper based on your interview that includes the following:

1. Describe the person you are interviewing (do not use the person's real name). Include a description of relevant demographics such as age, sex, race, socioeconomic status, disability status, living situation or other relevant information.

2. Describe the policy that has impacted this person. Include the name, a brief history and the purpose/objectives of the policy.
3. Describe the person's experience with the policy (this may include navigating eligibility/enrollment) and how the policy has impacted them. The impact may be emotional, economic, related to their health and/or well-being, living situation or other life changes.
4. Reflect on whether the impact of the policy supported or impeded the person. Based on your reflection, address the following questions:
 - a. What parts of this policy are working well and what might account for this?
 - b. What can be done to support/advance parts of the policy that are working?
 - c. What parts of this policy are not working well or result in unintended negative consequences and what might account for this?
 - d. What changes could be made to improve the policy?

Grading: This assignment will be graded on a 100-point scale and is worth 20% of your overall grade.

Rubric:

Criteria	Points
1. Description of the person you are interviewing: Depth of response utilizing instructions above.	10
2. Description of the policy: Depth of response utilizing instructions above.	25
3. Description of person's experience and impact of the policy: Depth of response utilizing instructions above.	25
4. Reflection: Depth of response utilizing instructions above.	30
5. Overall organization, grammar and sentence structure.	10

Final Exam (December 6, 2017; 25%)

The exam will focus on terms and concepts discussed during the second half of the semester. It will include short answer/essay, true and false and multiple choice.

VII. COURSE POLICIES

Attendance Policy

In order for you and your fellow classmates to benefit from this course, you are expected to attend all scheduled classes and to arrive on time. Attendance will be taken at each class. If you are unable to attend class, please email me prior to the beginning of class so that you can receive an excused absence. You may receive no more than one excused absence this semester. Two points will be deducted from your grade for each unexcused absence incurred.

Support for students needing ADA accommodation

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide me with a Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. For more information, please contact the McBurney Center at <https://mcburney.wisc.edu/>; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706.

Student behavior policy

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

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. In this time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students' opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Code of Ethics, Professional Conduct & Plagiarism:

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course assignments.

Plagiarism

The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

Technology in class

A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for ***unobtrusive*** note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

Late Assignments

All assignments are due on the date required by the instructor. Assignments turned in late may be docked 5 percentage points for each day past due.

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
2.1.2: Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class,	Lectures, readings and discussions related to social determinants of health and health disparities. (K, V, S, C&AP) Lectures, readings, videos and discussions throughout the semester outlining the intended and unintended consequences and impact of health, aging and disability policies on diverse populations, including	Wk. 1 Wks. 1, 2, 3, 4, 5, 8, 9, 10, 11

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.</p> <p>They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>recognition of the extent to which policies may oppress, marginalize, alienate or create privilege and power. (K, V, S, C&AP)</p> <p>Assignment: Election Paper. (K, V, S, CA&P)</p> <p>Assignment: Policy Impact Reflection Paper. (K, V, S, C&AP)</p> <p>Assignment: Mid-Term Exam (K, S, C&AP)</p> <p>Assignment: Final Exam (K, S, C&AP)</p>	<p>Syllabus Pg. 6-7</p> <p>Syllabus Pg. 7-8</p> <p>Syllabus Pg. 7</p> <p>Syllabus Pg. 8</p>
<p>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>Lectures, readings, videos and discussions throughout the semester outlining the intended and unintended consequences and impact of health, aging and disability policies on diverse populations. Including the positive and negative impacts policies have on the advancement of human rights and social justice. (K, V, S, C&AP)</p> <p>Guest speaker and lecture outlining advocacy’s impact on development of health, aging and disability policy. (K, V, S, C&AP)</p> <p>Assignment: Election Paper. (K, V, S, CA&P)</p> <p>Assignment: Policy Impact Reflection Paper. (K, V, S, C&AP)</p>	<p>Wks. 1, 2, 3, 4, 5, 8, 9, 10, 11</p> <p>Wk. 6</p> <p>Syllabus Pg. 6-7</p> <p>Syllabus Pgs. 7-8</p>
<p>2.1.5: Engage in Policy Practice</p> <p>Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and</p>	<p>Lectures, readings, videos and discussions throughout the semester outlining the history and current structure of social policies including: The Affordable Care Act, Medicare, Medicaid, Social Security, The Americans with Disabilities Act and the Older Americans Act. (K, V, S, C&AP)</p> <p>Lectures, readings, videos and discussions throughout the semester outlining the many influences the impact social policy</p>	<p>Wks. 1, 2, 3, 4, 5, 6, 8, 9, 10, 11</p> <p>Wks. 1, 2, 3, 4, 5, 6, 8, 9, 10, 11</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.</p>	<p>and discussion policy formation, analysis, implementation and evaluation. (K, V, S, C&AP)</p> <p>Assignment: Election Paper. (K, V, S, CA&P)</p> <p>Assignment: Policy Impact Reflection Paper. (K, V, S, C&AP)</p> <p>Assignment: Mid-Term Exam (K, S, C&AP)</p> <p>Assignment: Final Exam (K, S, C&AP)</p>	<p>Syllabus Pg. 6-7</p> <p>Syllabus Pgs. 7-8</p> <p>Syllabus Pg. 7</p> <p>Syllabus Pg. 8</p>

*K=Knowledge; V=Values; S=Skills; C&AP=Cognitive and Affective Processes