GRNT 5250: AGING PROGRAMS AND SERVICES
SPRING 2009

Instructor: Ms. Louise Murray
Class Sessions: Tuesdays, 5pm - 7.45pm
Location: Denny 205
Office: Barnard 205
Office hours: Tuesdays 4 - 5pm and by appointment
Electronic Office Hours: Thursdays 8pm - 9pm
Office phone: 704-687-6637
Mailbox: Department of Anthropology, Barnard, Office Suite 225
Email: lmmurray@uncc.edu

Assigned Text: Community Resources for Older Adults: Programs and Services in an Era of Change 3rd Edition by Robbyn R. Wacker and Karen A. Roberto.

Supplementary Readings: Additional assigned readings can be accessed online through the class page on Blackboard Vista.

Course Description: This course provides an overview of programs and services for older adults from a legislative, consumer, and provider perspective. This semester we will examine these programs from a national and local viewpoint. Students who successfully complete this course will gain a holistic insight into these programs, their place in the continuum of services for older adults, and the implications of such programs for older adults, caregivers, and society. Throughout the semester guest speakers will provide an important contribution to the class, supplementing our learning from the assigned text and class discussion; their perspectives will bring the “real world” of service delivery into the classroom.

Course Objectives:

- To provide an understanding of the implications of an aging population for individuals, families, care and service providers, and society.
- To provide an understanding of the continuum of services available for older adults both locally and nationally.
- To introduce the learner to a broad overview of the range of community resources available for older adults.
- To explain how societal and cultural factors impact both the development and provision of programs and services for older adults and their access and utilization.
Classroom Expectations: This syllabus contains the policies and expectations I have established for GRNT 4250: Aging Programs and Services. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students.

Class Format:

1. This course will be run as a seminar. Students are required to complete course reading and assignments in preparation for class meetings. Students are expected to come to class ready to raise questions and to be actively and consistently involved in class discussions.

2. Guest speakers from the Aging Services Community will be present at several of the class sessions and students are expected to familiarize themselves with the role of these professionals and their area of expertise/service provision and to come to class with questions and topics for clarification.

3. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions and in discussions with our guest speakers. In our class discussions the conflict of ideas is expected and welcomed. However, as this course is centered around class discussion, tolerance of different opinions is expected.

Classroom Environment:

- All students taking this course are expected to have read and are expected to abide by the UNC Charlotte Code of Student Academic Integrity.

- All students are expected to have read and are expected to abide by the UNC Charlotte Code of Student Responsibility.

- The current version of either document is available from the Office of the Dean of Students or online at http://www.legal.uncc.edu/policies/ps-104.html (Code of Student Responsibility) and http://www.legal.uncc.edu/policies/ps-105.html (Code of Student Academic Integrity).

- Disability Services: Students with documented disabilities are eligible to receive assistance from the Office of Disability Services (Fretwell 230). Information on Disability Services is available at: http://www.ds.uncc.edu/

- Attendance policy: As stated in the UNC Charlotte Catalog “students are expected to attend punctually all scheduled sessions in the courses for which they are registered and are responsible for completing the work from all class sessions. Absences from class may be excused by the instructor for such reasons as personal illness, religious holidays, or participating as an authorized University representative in an out-of-town event. Whenever possible, students are expected to seek the permission of the instructor prior to absences.”
Course Requirements:

**Class Participation**

Students are expected to complete the readings and assignments in advance of class sessions and to participate actively and fully in class discussions.

**Assignments**

You are responsible for completing and handing in all class assignments when they are due - points will be deducted for late work. Extra credit will not be available.

**Guest Speaker Preparation**

At each class session where a guest speaker is attending, students will be asked to prepare a short outline outlining the role of the program or service represented in the continuum of care for older adults.

**Reading Presentation**

Each student will critically analyze and present a peer-reviewed article pertaining to the readings on an assigned date.

**Aging Plan Project**

Students will work in groups to choose a state aging plan to analyze. Completed projects are due on March 31st. It is highly recommended that you work closely with the instructor on this project and submit rough drafts. Rough drafts will not be accepted after March 17th.

**Aging Plan Project Presentation**

Each student will give a class presentation based on their project. These presentations will be scheduled on May 31st and April 7th.

**Midterm Exam**

This will be a take home exam. It will be available one week prior to the due date (March 3rd).

**Final Exam**

This will be a take home exam. It will be available one week prior to the due date (May 5th).
Course Grade Summary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Final Grade</th>
<th>Final Grade Policy</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
<td>A = 90-100</td>
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<tr>
<td>Guest Speaker Preparation</td>
<td>10%</td>
<td>B = 80-89.9</td>
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<tr>
<td>Reading Presentation</td>
<td>10%</td>
<td>C = 70-79.9</td>
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<tr>
<td>Aging Plan Project</td>
<td>20%</td>
<td>D = 66-69.9</td>
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<tr>
<td>Aging Plan Project Presentation</td>
<td>20%</td>
<td>F = 65.9 or below</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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PLEASE NOTE:

- No extra credit is offered for this course and grades are absolute.
- Attendance is taken during every class. Students who sign in and leave class, arrive late or leave early (without the instructor’s permission) will not be counted as present on that day even if they have signed the attendance roster.
- Incompletes are given only under extreme circumstances and students must have a passing grade in order for an incomplete to be given.
- The use of cell phones, beepers, or other communication devices is disruptive and therefore prohibited in class. Except in emergencies please set cell phones to vibrate and turn off all electronic devices in class.
- Academic dishonesty WILL NOT be tolerated! You must comply with the UNC Charlotte Code of Academic Integrity for ALL assignments.
- LATE WORK WILL RESULT IN A LOSS OF POINTS. Please make a careful note of assignment dates. It is expected that you will meet these deadlines.
- If I am late arriving for class, you must wait a full 20 minutes after the start of class before you may leave without being counted as absent, or you must follow any written instructions I may give you about my anticipated tardiness.
- The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by written or email notice.
- Communication will be made by UNC Charlotte email and via the class site on Blackboard Vista. All students are expected to check their UNC Charlotte email and the class site on Blackboard regularly.
## Course Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT (TO BE COMPLETED BY CLASS DATE)</th>
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<tbody>
<tr>
<td>January 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction: Aging Programs &amp; Services</td>
<td>Reading: Wacker &amp; Roberto - Chapter 1</td>
</tr>
<tr>
<td>January 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Patterns of Service Use</td>
<td>Reading: Wacker &amp; Roberto - Chapter 3</td>
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<tr>
<td>January 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Legislative Foundations of the Aging Network &amp; The Aging Network in Our Region</td>
<td>Reading: Wacker, Roberto, &amp; Piper - Chapter 2</td>
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<td>Assignment - Guest Speaker Preparation:</td>
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<td></td>
<td>Familiarize yourself with the Administration on Aging website at <a href="http://www.aoa.gov/about/over/over.aspx">http://www.aoa.gov/about/over/over.aspx</a>.</td>
<td></td>
</tr>
<tr>
<td>February 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>I&amp;A and Care Management</td>
<td>Reading: Wacker &amp; Roberto - Chapter 4 &amp; Chapter 16</td>
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<tr>
<td>February 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Housing &amp; Long-Term Care Services</td>
<td>Reading: Wacker &amp; Roberto - Chapter 15 &amp; Chapter 19</td>
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<td>February 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Home Care Services &amp; Respite Services</td>
<td>Reading: Wacker &amp; Roberto - Chapter 17 &amp; Chapter 18</td>
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<td>February 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Health and Wellness &amp; Mental Health Services</td>
<td>Wacker &amp; Roberto - Chapter 11 &amp; Chapter 12</td>
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<td>Midterm Exam Available</td>
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<tr>
<td>March 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>State Aging Plans discussion and opportunity for group work</td>
<td>Assignment: Midterm Exam Due</td>
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<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>ASSIGNMENT (TO BE COMPLETED BY CLASS DATE)</td>
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<tr>
<td>March 10th</td>
<td>SPRING BREAK NO CLASS</td>
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<tr>
<td>March 17th</td>
<td>Diversity, Disparities, and Cultural Competence</td>
<td>Reading: To be posted.</td>
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</tbody>
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| March 24th | Senior Centers & Recreation, Nutrition & Meal Programs | Reading: Wacker & Roberto - Chapter 7 & Chapter 10  
| March 31st | State Aging Plans                          | Assignment: State Aging Project Class Presentations and Report Due               |
| April 7th  | State Aging Plans                          | Assignment: State Aging Project Class Presentations                             |
| April 14th | Income Programs & Legal Services           | Reading: Wacker & Roberto - Chapter 9 & Chapter 13  
Assignment - Guest Speaker Preparation: Explore the legal issues addressed on the AARP website at [http://www.aarp.org/research/legal/access/](http://www.aarp.org/research/legal/access/) |
| April 21st | Employment & Education Programs Volunteer & Intergenerational Programs | Reading: Wacker & Roberto - Chapter 8 & Chapter 6 & Chapter 5  
Assignment: provide a short summary of one education, volunteer, intergenerational, or employment program targeted specifically at older adults |
| April 28th | Preparing for the Future                   | Reading: Wacker & Roberto - Chapter 20  
Take Home Exam Paper Available |
| May 5th    | EXAM                                       | Assignment: Final exam due at 6.30pm                                             |
| 6.30 - 9.30pm |                                    |                                                                                  |
READING PRESENTATIONS

Each student will select a peer-reviewed article pertaining to an assigned topic and provide a 1-2 page critical analysis of the work and present it to the class on the date assigned.

It is recommended that the student first carefully read the assigned chapters from the text and select an article that adds to the discussion and does not duplicate information given in the chapter. If you need help selecting a suitable article please ask for assistance.

1. Select an article and submit it to the instructor in class the week before your assigned presentation. Discuss your presentation with the instructor at this time.

2. Write a 1-2 page (single spaced) summary. Please include:
   - the APA citation for the work (including source)
   - a brief summary of the main points and findings of the article
   - an explanation of how this article relates to the topic under discussion and the continuum of services for older adults
   - an identification of any of the general issues pertaining to program and service delivery raised such as diversity, equity, cultural competence, access etc.

3. Provide a presentation of a maximum length of 15 minutes summarizing your findings and posing questions for discussions for the class.
ANALYSIS OF STATE AGING PLANS

BACKGROUND:

Whilst America’s older adults are a growing population differing concentrations of older adults between and within the different states result in each state dealing with it’s own unique demographics and challenges in providing programs and services for older adults. To enhance the provision of services at a local level, under the Older Americans Act, each State Unit on Aging (SUA) is charged with being the leader relative to all aging issues on behalf of all older persons in the state. This means that the state agency carries out a wide range of functions related to advocacy, planning, coordination, interagency linkages, information sharing, brokering, monitoring and evaluation, designed to lead to the development or enhancement of comprehensive and coordinated community based systems in, or serving, communities throughout the state. These systems are designed to assist older persons in leading independent, meaningful and dignified lives in their own homes and communities as long as possible.

To receive grant monies under the Older Americans Act each state must have an approved State Aging Plan as prescribed in section 307 of the Act. The State Unit on Aging develops policies governing all aspects of programs operated under this part, including the ombudsman program whether operated directly by the State agency or under contract. These policies must be developed in consultation with other appropriate parties in the State. The State agency is responsible for enforcement of these policies.

A state may use its own judgment as to the format to use for the State Aging Plan, how to collect information for the plan, and whether the plan will remain in effect for two, three or four years. The State Plan is submitted to the Administration on Aging for approval. In providing services through the State Plan each state must give preference is to older persons in greatest social or economic need and procedures must exist to ensure that all services under this part are provided without use of any means test. Older persons are provided opportunities to voluntarily contribute to the cost of services.

While the Older Americans Act provides a specific framework for major programs, states have discretion in how they will administer and implement major policy priorities. The written plan is designed to be the culmination of a planning process involving older adults, members of the aging services network, politicians and other interested individuals. During the planning process priorities are set for aging programs and services. Thus, each State Aging Plan reflects what it considers are the most pressing older adult needs and corresponding services to meet those needs.
 ASSIGNMENT:

Whilst working in groups you will review a state aging plan in its entirety. Analyze the plan along the following parameters:

1. What are the relevant demographic, political, and economic trends in the state? Is it rural or urban, old or young, poor or rich? How do these trends impact the formation of aging program priorities? I.e. How is your state different from or similar to the others?

2. What is the organizational structure of the aging network? Who is the state agency on aging, where are the regional and local area agencies on aging "located"?

3. Who was involved in the planning process and how was it organized? Was it politicians, seniors and/or service providers?

4. How is each relevant title of the OAA represented in this plan?

5. What are the priorities for aging programs and services in the state?

6. How has the state chosen to fund services for older adults? Have they combined funding with Social Service Block Grant funding, special taxes or other sources of revenue?

7. What recommendations would you make to planners developing the next plan of this state?

Contact information for all State Units on Aging can be found at: http://www.nasua.org/about_nasua/sua_links.html. All the state aging plans to be explored in this class project will be posted on Blackboard once identified.

INSTRUCTIONS:
Your group will present your findings to the class on March 31st or April 7th, 2009. Please plan a 20-minute presentation with an additional 5-10 minutes for questions. Develop a two-page (single-spaced) summary handout of your analysis to distribute to the class and the instructor. Your presentation may include additional handouts, visual aids, or other materials you feel are relevant.

GRADE: (40% of final class grade)
  • 50% summary handout
  • 50% presentation

N.B.
  • All summary handouts and power point (if applicable) must be shared with the instructor on March 31st, 2009 and with class members on the date of presentation.