

FSHD 340-01: Aging and Social Policy
Community Engaged Course
Spring 2020

Wednesdays 11:30 am – 12:45 pm (hybrid)
University Hall 2031

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Office hours: Mondays 11:20 am – 12:20 pm, Wednesdays 1:00 pm-2:00 pm,
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Welcome to FSHD 340

This course will introduce students to a range of policy issues at the federal, state, and local levels related to aging. The course will cover the major public programs for older adults in the U.S. that address income security, health and long-term care, and housing needs. In order to recognize the varying effects policy can have on the lives of seniors, older adults from diverse socioeconomic and ethnic backgrounds will be considered. Because families often struggle with the demands of caregiving and long-term care assistance, an evaluation of national and international public policy initiatives designed to address those needs will be conducted. Finally, students will be encouraged to identify and explore contemporary public policy issues that affect older adults on a regular basis.

This course is a community engaged course

Learning Objectives

The assignments and assessments have been aligned so that upon completion of this course, you will be able to: The primary objectives of this course are as follows:

1. To review the history and development of the public policy process and the role advocacy plays in the process.
2. To explore the existing inter-organizational structure fostered by the Older American's Act and to consider its effect on older adults and their families.
3. To evaluate major public policies in the United States that directly affect the income security, healthcare, and housing needs of older adults and assess whether they meet the needs of today's seniors.
4. To identify public initiatives that assist older adults and their families in the United States and around the world in locating and providing long-term care.

Required Course Materials

- **Textbooks:**

Cox, C. B. (2015). *Social Policy for an Aging Society: A Human Rights Perspective*. New York, NY: Springer Publishing.

Hudson, R.B. (2014). *The New Politics of Old Age Policy (3rd edition)*. Baltimore, MD: Johns Hopkins University Press.

- **Additional and Recommended Materials:**

Additional readings are noted within the syllabus and may be given throughout the semester. Students will be alerted at least 72 hours in advance if an additional reading is required.

- **Course Website:**

Use Canvas (<https://montclair.instructure.com>) to review policies outlined in this syllabus, view additional course items/tools, submit assignments, check your grades, and read announcements. Canvas will be our primary form of communication for this course. You are responsible for staying current on the postings. Given that the course is hybrid, you will want to check Canvas frequently. Online portions of the course will be completed on Canvas

Information for each week, including the online video, quiz, are posted within weekly modules. Other assignments (i.e., policy critique) that need to be uploaded are also included in weekly modules. I do not post slides, so you will want to ask a peer for notes if you miss class.

Course Components

- **Class Participation (15% of final grade):**

Come to class prepared to actively question and comment on the assigned readings. This class will be taught in a seminar style, meaning that you are required to actively participate and contribute to class discussion. The Wednesday meeting will include group-based activities. Conveying information and logic orally, rather than just in the form of writing, is an important skill to learn. One in class activity will drop at the end of the semester and students will be assessed on participation in the class at both midterm and the end of the semester. One must be present in class in order to participate. You should plan to be in class during the entire duration of the class. This means you should plan to arrive on time with everything you need.

- **Quizzes and Online Lectures (30% of final grade):**

Given that the class is hybrid, you will be required to view the week's lecture and take the week's quiz *prior* to when we meet as a class on Wednesdays. The week of an online lecture, the lecture will be posted from Friday at 8 am to Tuesday at 11:59 pm (NOTE: This really means the assignment is due Tuesday by 11:58 pm). Please plan your viewing and time to take the quiz accordingly. Quizzes will be posted on Canvas after the lecture and will comprise multiple choice, true/false, and other closed-ended questions. It is recommended that you read the required materials before viewing the online lecture. NOTE: weeks without an online lecture are noted in the syllabus. Your lowest quiz score will drop.

- **Critical Reflections (10% of final grade):**

Students will be required to write two double spaced reflections. Students will be given a prompt for each reflection. The critical reflection papers should show critical thinking over the topic and that the student has deeply thought about the topic. The critical reflections are not merely a reiteration of the readings or a reiteration about what happened during a particular activity. Do keep in mind you will need to allow yourself ample time to complete the critical reflection.

The Critical Reflection should follow APA style. This means you should not take up a quarter of a page writing your name, the date, and what class the paper is for. They must be typed using 12-point Times New Roman font, be double-spaced, and have one-inch margins. NOTE: the minimum number of pages means that your paper should be *at least* the full page count. No title page or reference page is needed, but make sure to use proper APA citations are used within the paper if necessary. These are due on Canvas on specified dates by 11:59 pm (NOTE: this really means the assignment is due by 11:58 pm).

- **Policy Critique (25% of final grade):**

Critique a policy that pertains to older adults. Recognize that this is a broad topic. Use Karger and Stoesz (2014) framework for policy analysis to critique the policy. Your paper should include four sections, including a section for the historical background of the policy, problems that necessitate the policy, policy description, and a policy analysis that includes policy goals and political/economic administrative feasibility (see page 28 of Karger & Stoesz). This paper should be at least 6 pages. You have the option to complete this paper in pairs (i.e., two per group), trios (i.e., three per group) or individually. If you complete this paper as a group of two or three you will be required to submit a contract (due 3/25 at the start of class) that details how paper requirements will be distributed equally among individuals. Pairs will be graded as one individual (i.e., all individuals in the group will have the same grade). The policy critique is due on Canvas on 5/4 by 11:59 pm.

Students will need to submit a paragraph (a ‘prospectus’) explaining their topic and its importance. The prospectus will also need to include a list of 4 potential references. This will be used to approve of the topic and for the instructor to give feedback on their topic. A hard copy of the prospectus is due 3/25 at beginning of class (NOTE: Papers submitted after the beginning of class will be counted late – if you arrive late do not interrupt class to hand in your paper. Make sure you arrive on time).

Students will also complete a short presentation over their policy critique on the day of the final. Details and a prompt forthcoming.

- **Community Engaged Project (20% of final grade):**

All students will be required to be part of the community engaged project. This community engaged project involves focus groups, surveys, and a final presentation. Students will be part of one or more of the following components of the project a) conducting a focus group b) analyzing the focus group data or c) analyzing the survey data. Students will submit a critical analysis after the activity takes place (details forthcoming). All students will be part of the final presentation, where the data collected during the semester will be presented to stakeholders in the project.

Course Schedule

- **Please note:** This schedule is tentative, and any changes will be communicated in class and through Canvas announcements. The most recent version of the syllabus is always available in Canvas. Additional required readings are posted underneath the chapters and will be posted on Canvas.

Date	Topic	Readings
Week 1 1/22	Introduction <i>No online lecture</i>	-----
Week 2 1/23 – 1/29	Social Policy, Human Rights, and Older Adults <i>Online lecture and quiz over Ch 1 due 1/28 by 11:59 pm</i>	Chapter 1
Week 3 1/30 – 2/5	Ageism’s Many Forms <i>No online lecture</i> <i>CITI Training due 1/31 by 11:59 pm</i> <i>Ageism Reflection #1 due 2/4 by 11:59 pm</i>	Hudson – Chapter 13
Week 4 2/6 – 2/12	Class with Bike&Walk Montclair (Debra Kagan) Framework for Federal Involvement <i>Online lecture and quiz (Ch 2) due 2/11 by 11:59 pm</i>	Chapter 2 (<i>online</i>)
Week 5 2/13 – 2/19	The Most Vulnerable Group of Older Adults The Implications of Structural Lag <i>Online lecture and quiz (Hudson Ch 2 & Ch 8) due 2/18 by 11:59 pm</i>	Chapter 8 (<i>online</i>) Hudson – Chapter 2
Week 6 2/20 – 2/26	Income Policy and Human Rights Framework for Policy Analysis <i>Online lecture and quiz (Ch 3) due 2/25 by 11:59 pm</i>	Chapter 3 (<i>online</i>) Karger & Stoesz, 2014
Week 7 2/27 – 3/4	The Great Divide Social Security Class with AIM <i>Online lecture and quiz (Hudson Ch 9) due 3/3 by 11:59 pm</i>	Hudson – Chapter 4 Hudson – Chapter 9 (<i>online</i>)
Week 8 3/5 - 3/11	No class online or in person - Spring Break	
Week 9 3/12 – 3/18	Class with Bike&Walk Montclair (Debra Kagan) Right to Liberty and Security <i>Online lecture and quiz (Ch 4) due 3/17 by 11:59 pm</i>	Chapter 4
Week 10 3/19 – 3/25	How policy matters in the community and state <i>No online lecture</i> <i>Prospectus due 3/25 at the beginning of class</i> <i>Lunch and Learn Focus Group on 3/19</i>	Handout
Week 11 3/26 – 4/1	Class with Dr. Jessica Miller from the Earth and Environmental Studies Department at MSU <i>No online lecture</i> <i>Focus Group at AIM Saturday Social on 3/28</i>	

Week 12 4/2 – 4/8	Right to Health and Healthcare Long-term Care Challenges <i>Online lecture and quiz (Ch 11) due 4/7 by 11:59 pm</i>	Chapter 5 Chapter 11 (<i>online</i>)
Week 13 4/9 – 4/15	Class with Mental Health Players Employment, Retirement, and Human Rights <i>Online lecture and quiz (Ch 6) due 4/14 by 11:59 pm</i>	Chapter 6
Week 14 4/16 – 4/22	Policy, Family, and Human Rights <i>Online lecture and quiz (Ch 7) due 4/21 by 11:59 pm</i>	Chapter 7
Week 15 4/23 – 4/29	Presentation to MSU and Community Challenges of a larger and more diverse population <i>Online lecture and quiz due 4/29 by 11:59 pm</i>	Hudson – Chapter 8 (<i>online</i>)
Week 16 4/30 – 5/6	Policy Challenges <i>Policy Critique due on Canvas on 5/4 by 11:59 pm</i> <i>Critical Reflection #2 due 5/10 by 11:59 pm</i> <i>No online lecture</i>	Chapter 10

Grading

Your grade in this course will be based on a percentage **NOT** on total points.

An example of how to calculate your grade:

Pretend you received 120 out of 150 critical reflection points, 88 out of 100 policy critique points, 17 out of 20 group presentation points, received 43 out of 50 participation points, and 87 out of 100 online lecture and quiz points (**NOTE: this example does not necessarily reflect the total possible points available in the course (e.g., more/less than 50 participation points may be made available during the semester). This is an example of how to calculate your grade based on a percentage.**). Below is how to calculate your final grade:

- $(120 / 150) \times .15 = .12$
- $(88 / 100) \times .30 = .264$
- $(17 / 20) \times .10 = .085$
- $(43 / 50) \times .15 = .129$
- $(87/100) \times .30 = .261$
- $.12 + .264 + .085 + .129 + .261 = 85.9\%$
- Which means your final grade would be a **B**

Please note that I do **not** round up any decimals to calculate your final grade. For example, if you have received 89.9% of all possible points, your grade will be an 89% (B+).

Critical Reflections	10%
Policy Critique	25%
Community Based Project	20%
Participation	15%
Online Lecture and Quizzes	<u>30%</u>
	100%

Grading Scale

A+	97-100%	A	93-96.99%	A-	90-92.99%
B+	87-89.99%	B	83-86.99%	B-	80-82.99%
C+	77-79.99%	C	73-76.99%	C-	70-72.99%
D+	67-69.99%	D	63-66.99%	D-	60-62.99%
		F	<60%		

Important notes on grading:

- Students have one week after a grade is posted to inquire about the reported grade.
- You will be able to monitor your course grade throughout the term on Canvas.
- Letter grades are only assigned at the conclusion of the course. Graded assignments returned to you via Canvas will only show point, not letter, values.

Important notes on technology in the classroom:

- Laptops or tablets are not allowed in classroom with the following exceptions. Students are allowed to have a laptop or tablet in the classroom for the purpose of accessing either a) a book, b) articles, or c) their critical reflection. Laptops or tablets should not be used for Facebook, Twitter, online shopping, or looking at breaking news stories during class time. We will be discussing course materials during class so focus should be on course materials during class – I am very aware that it is difficult to focus on course material when the lure of social media is present. If I see you accessing social media or other non-course related items during class, I will ask you to put away your laptop/computer for the duration of that class period even if you are using the laptop or tablet for accessing allowed materials. If having access to computers/tablets are a recurring issue for the class, I reserve the right for the classroom to become an entirely technology free zone.
- Please refrain from using cell phones during class. Class is only 75 minutes long. You are more than welcome to text/make phone class/use social media to your heart's desire *after* class. I understand that there are some situations where you must take a call during class (e.g., family emergency). If this is the case, please notify me prior to the start of that day's class so I am aware of why you must leave the classroom to take a phone call.
- Please read this article for more information about the benefits of tech breaks
 - <https://www.psychologytoday.com/blog/rewired-the-psychology-technology/201105/the-amazing-power-tech-breaks>

Course Dos and Don'ts

- **Do:**
 - **DO:** Keep up with the course readings as specified in the schedule. This is imperative for being able to keep up with assignments and be prepared for class discussions.
 - **DO:** Exhibit courteous behavior and language that demonstrates respect for your classmates and Dr. Ermer. Language and behavior that detracts from the positive educational environment will be addressed and may result in deductions from participation points.
 - **DO:** Read the syllabus and make sure you arrive in class on time. Some participation

activities and quizzes will take place at the start of class. If you miss the start of class, you miss the activity and cannot earn points.

- **DO:** Note your course and section in any email you send me – I teach more than one course. You should only send me emails using your MSU account. I can neither confirm nor deny who an individual is if an alternate account is being used.
 - **DO:** Let me know what is going on in your life. It is better to let me know about a two-week hospitalization ASAP rather than telling me at the end of the semester when grades are due and you notice that you missed a major assignment. I am not all knowing.
 - **DO:** Meet with me outside of class if you have an accommodation. It is helpful for me to be aware of what accommodations you plan to utilize during the semester and how I can help to be of assistance. I will also need a copy of any accommodations.
- **Don't:**
 - **DON'T:** Hesitate to ask for help or ask questions (caveat – make sure to check the syllabus and Canvas first!)! The best way to reach me is by email and I will respond in a timely fashion. A timely fashion is within 36 hours – I often do not check my email after 7 pm or on the weekends so plan accordingly for assignments.
 - **DON'T:** Treat Dr. Ermer like a 24/7 help service. There shouldn't be an issue in this course that requires Dr. Ermer to respond immediately at 2:47 am. See above for definition of 'timely fashion.'
 - **DON'T:** Email Dr. Ermer about items that can be found in the syllabus. It is good practice to check the syllabus first. This will save both students and Dr. Ermer time.
 - **DON'T:** Use your cellphone during class. Participation points may be deducted if you are using your phone during class.
 - **DON'T:** Send emails that are akin to a text message. You should get into the habit of sending emails that include a 1) salutation 2) main body text 3) an ending. Sending an email that says 'what is the assignment' is not appropriate or professional.
 - **DON'T:** Send Dr. Ermer doctor's notes or any similar documentation. If you have a medical issue that will alter your participation or the completion of assignments, any documentation must be submitted to the Dean of Students (phone: 973-655-4118, recommended email contact: fischerp@montclair.edu, website: <https://www.montclair.edu/dean-of-students/contact-us/>). I am not equipped to handle sensitive information such as medical documentation. I am more than happy to help you submit this documentation.

University Policies

Academic Integrity:

Academic integrity means, among other things, that students develop and write all of their own assignments, show in detail where the materials they use in their papers come from, create citations whether they are paraphrasing authors or quoting them directly, show source and page number within the assignment and include a bibliography in the back, do not look over at the exams of others or use electronic equipment such as cell phones players during exams, do not fabricate information or citations in their work, do not facilitate academic dishonesty for another student by allowing their own work to be submitted by others. If you are doubtful about any issue related to plagiarism or scholastic dishonesty, please discuss it with the instructor.

Academic dishonesty of any kind will not be allowed and will be punished accordingly. The consequences are very serious. Please see MSU's policy on Academic Dishonesty, as taken from the University Code of Conduct, <http://www.montclair.edu/policies/academic/policies/academicdishonesty-policy>

Student Disabilities:

In order to receive accommodations at Montclair State University, a student will need to contact the Disability Resource Center at <http://www.montclair.edu/disability-resource-center> or visit them in Webster Hall, Room 100.

Campus Resources:

Numerous campus resources are available to assist students during stressful times:

- MSU Counseling and Psychological Services (CAPS): <http://www.montclair.edu/caps/>
- MSU Dean of Students Department <http://www.montclair.edu/deanstudents/>
- MSU Emergency Services <http://www.montclair.edu/emergency>