Gero 540: Social Policy and Aging
Units: 4.0
Spring 2019 – Tuesday 10:00 AM – 12:50 PM PST
Location: GER 230
Live lecture call-in: 213-821-2051

Instructors:
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Course Description

The United States, like most industrialized countries, is an aging nation. Currently, more than 40 million people aged 65 and older live in America. In the coming decades, the older population is expected to grow dramatically, and by 2030, the population is expected to include 72+ million older adults. This demographic shift is unprecedented in human history and even more pronounced in other countries such as Japan, China, and those in Europe. Policymakers faced with growing concern about containing the cost and scope of government must re-examine the government's social welfare role. They, and we as gerontologists, face tough questions: Given the current and changing political climate, what course should policy makers chart to meet the challenges of a societies where large numbers of people are moving into old age and living long lives? How will their decisions affect entitlements for older adults now and in the future? What social, economic, political, and cultural factors will influence policymaking?

This course will address the impacts of national age-based and age-related policy and programs such as Social Security, Medicare, Medicaid, Americans with Disabilities Act, the Older Americans Act, and the Affordable Care Act. In addition, it will examine the implementation of these programs in state and local settings, where implications are tangible for vulnerable groups such as low-income and frail older people and their families. Policy challenges of issues such as Alzheimer's, long term care, housing, caregiving, transportation, nutrition, research funding, emergency management, and disease prevention will be discussed. Furthermore, this course will address how local governments

can shape policy to respond to the needs of their own aging populations. Examination of these aging issues and policies as portrayed in current media and popular culture will reinforce course content. Although the focus is on the United States, there will be many opportunities for students to explore aging policies in international settings.

OBJECTIVES AND OUTCOMES

Learning objectives:

- Analyze policy processes, theories of policy, policy players, and roles of government at federal, state, and local levels
- Discuss social, economic, historical, legal and political contexts within which policies for an aging society exist and are proposed
- Describe key public programs and policies designed to assist older adults and their families, and the major problems and controversies that surround those policies
- Critically analyze and discuss readings in aging-policy literature, and apply in-class knowledge to current "real-life" situations

By the end of the course students are expected to be able to:

- Discuss the social, political, and economic implications of an aging society
- Describe the policy-making process in the United States, using examples from age-based and age-related legislation
- Describe the historical development of legislation and programs related to older adults
- Describe how an aging population both affects and is affected by health care and social policy
- Evaluate the strengths, weaknesses, and trade-offs inherent in current age-based policy
- Identify the main features of policies that affect the incomes, employment, housing, health, and long-term care of elders

COURSE STRUCTURE

This is a blended class with both residential (on-campus) and online sections. **All students must keep on schedule with reading, assignments, _and_ supplemental materials, including videos, current events, and additional web link postings on the course Blackboard.** Recorded lectures plus PowerPoints will be posted each week to Blackboard. From time to time, we will post some items such as videos or large files on GoogleDrive https://drive.google.com/open?id=1c1pu-IJL71MWCl4jpejAs7hLUnOK8WKH. However, generally, all resources can be found on Blackboard. Some additional readings or supplemental materials may be posted on Blackboard in the week prior to a class session in response to current events, policy developments and guest speakers.

We recommend, though it is **not** required, that you join the **class Facebook page**. You can find a link on Blackboard and friend Caroline Cicero's USC Professor page. Ask to join Spring 2019 Gero 540, and there is a link for this on Blackboard too. This is an informal way to connect with other students and post videos or articles of interest related to class content. Online students can post comments or questions here during class sessions as well, and we will monitor the page.

Residential students: It is imperative that on-campus students attend class each week. On-campus students will be expected to **participate** in class each week by following along with what is being presented and by contributing to the verbal discussion taking place. Students who are tardy to class or not paying attention while on their electronic devices may have weekly participation/discussion points deleted for that week. Unless you are ill or have a family emergency, you are expected to be in class. **If students miss a class, they must email Dr. Cicero prior to lecture to request an excused absence for family emergency or valid illness.** Students are allowed to miss one class without penalty.

Online students may play the lectures at their convenience within a given week, but staying within the time frame for each subject and readings will be critical to course success, as will entering timely weekly Discussion Board posts.

Prerequisite(s): None

Recommended Preparation:
Read the news daily. Seek out fact-based, respectable news sources. A list of these sources is on Blackboard under the Content tab. Familiarize yourself with United States political system and government.

Technological Proficiency and Hardware/Software Required
Blackboard, Excel, Powerpoint, MS Word

Required Readings and Supplementary Materials:
There are two required books that you will need to purchase/rent. These should be available at various online booksellers (e.g., Amazon.com) and in the USC Bookstore. Electronic versions of the books (e.g., Kindle) are also acceptable.
- Birkland, T. A. (2011). *An Introduction to the Policy Process (4th Edition).* New York: M.E. Sharpe, Inc.
- Cox, C.B. (2015). *Social Policy for an Aging Society: A Human Rights Perspective*. New York: Springer Publishing.

Many class readings are taken from academic journals and online media, which will be made available electronically. **In the interest of timeliness and keeping the course relevant with the latest policy developments and pertinent current events, some readings may be posted on Blackboard after the course has begun. Therefore, read class announcements and check the weekly folders on Blackboard.**

In addition to Readings and Course Content, Recorded Lectures, and PowerPoints, we will have a current events Link that connects you to pertinent content unfolding during the semester.

Assignments and Grading Breakdown

ASSIGNMENT	%OF GRADE	DUE DATE All Due Dates are Los Angeles Time
Attendance and Participation (Online or in class)	15%	Weekly
What Aging Policy Problem Matters Most to Me and Why (written, 500-750 words)	10%	January 22 at 10:00 AM
One Page Proposal for Group Project	Ungraded	February 12 at 10:00 AM
Midterm Exam Written in Class and Online Upload	20%	February 19 at 10:00 AM
Policy Case Study Oral Presentation	15%	March 19 at 10:00 AM
Final Group Project on Federal Policy Changes	20%	April 24 at 10:00 AM
Multiple Choice Final Exam	20%	Due May 7 at 10:00 AM
TOTAL	100%	
Note: Late work is accepted but will be subject to a reduction in grade according to circumstances, reason for lateness and a general rule of 2% of the assignment grade <u>per day</u> the paper is late. No work is accepted after Final Class Session.		

PARTICIPATION (15%)
DUE: Weekly (see Residential and Online Dates and Details below)
Student participation is an important factor in learning, particularly in this mixed media class; participation will count as 15% of your grade. **Each week, all students in the class should read all of the readings (prior to lecture) since they describe the basic topic for the week and give concrete examples of how the concepts are relevant in the real world.** The quality of a student's participation is at least as, if not more, important as the quantity. Comments/questions should draw on text and materials from the course and show evidence of analytic thinking.

The participation grade is based on the following criteria:

1. **Have you demonstrated** familiarity with the readings assigned for that week, as well as key concepts used throughout the semester? Have you kept updated on current events in the political and policy transition happening in the United States government?

2. **Have you contributed** interesting comments in class for residential students or on Blackboard for online students? Have you offered insights and/or thoughtful questions about discussion topics?

3. **Residential students:** Have you been paying attention and contributing to class discussions? Students found to be on their phones or on computers for reasons other than following along with class—when use of computers is authorized–will lose participation points. This is disrespectful and not conducive to classroom learning. Permission to use computers during class will only be granted in certain circumstances on a day to day basis. This is in keeping with a stream of research showing that students retain more information when they take notes by hand rather than on computer. **Sending texts or other messages during class will be called out and you will lose attendance points for that day.**

On campus /Residential Students Grading (1 point possible/week):

- **Class attendance: .**5 points per class earned for attending entire class
- **Class discussion: .**5 points per class earned for participating in verbal discussion
- **You will be allowed one missed class without penalty. You are responsible for watching the recorded lecture however to cover yourself for missed content.**

Online Students Grading (1 point possible/week):

- **Online discussion**: 1 points per class
- Online students will get .5 points for an initial orginal post (100-150 words), and .25 points each for their 2 followup posts in reaction to other students. You are welcome to post additionally but won't get points for it. All discussion questions will go up after class on Tuesday and be open until class starts the following week. No late posts are accepted, and the discussion won't be available after class begins.
- **Like the residential students, you will be allowed one missed week of online participation, without penalty. You are responsible for watching the recorded lecture however to cover yourself for missed content.**

Assignments

What Aging Policy Problem Matters Most to Me and Why (10% of your course grade)

DUE: Tuesday, January 22rd at 10:00 AM (Los Angeles Time)
Prepare a 500-750 word written essay on the aging policy or problem that matters most to you and why. The policy can be local, state, national or international. Your interest can be personal, ethical, social, economic, religious, but it should move beyond what you've studied in other classes and include a connection to public policy. Discuss all of the following areas: 1) What is the aging policy problem that matters most to you? 2) Why do you care about this issue? 3) Why should others care about this issue?

Some illustrative examples of relevant policy problems include i) the epidemic of loneliness among older adults in Japan, ii) evacuation of older adults during wildfires in California and iii) nursing home quality and affordability in the US. Please note that this is a personal reflection, should reflect you, and reflect your voice and be written by you and only you. You do not need to offer a solution to this problem. But, rather you need to explain why it is important and why others should pay attention to it. Upload this to Blackboard under the Assignments section. No papers can be emailed to professors. All Papers must be submitted through **Blackboard and Turnitin**.

WRITTEN MIDTERM EXAM ON FEBRUARY 19 (20% of course grade)

Residential students will have 1.5 hours to take this in class, starting at 10:00 AM (Los Angeles time). Residential students MUST take this test in class and cannot do it online. Online students will have 1.5 hours to submit in one sitting. Details forthcoming.

POLICY CASE STUDY ORAL PRESENTATION - (15% of course grade)

DUE: MARCH 19 @ 10:00 AM (Los Angeles time)

Do an online search of news publications, and choose a news story concerning an actual older person who has been affected by a LOCAL or STATE public policy or decision. For example, locate stories about emergency response and older adults, social dancing in the park, driving, city streets and sidewalks, long term care, housing affordability, code enforcement, guardianship, etc. Do NOT write about Medicare, pensions, or Social Security—these are not state or local policies. For your presentation, you will talk for two minutes about this person, **as if you are advocating for a change** in policy or in favor of a policy in front of a city council, county supervisor, mayor, state assembly, etc. Talk for two minutes with no notes, no PowerPoint, and with some reference to specific class readings and materials. Online students will record this and upload onto Google drive. Links to the news story featuring the older person will be required. Please submit those to **Blackboard under Assignments.**

FINAL GROUP PROJECT: ORAL TESTIMONY, POWERPOINT, AND REPORT ON HOW FEDERAL POLICY CHANGES WILL AFFECT OLDER ADULTS (20% of course grade)

DUE: APRIL 24 at 10:00AM
You and your group will do a comprehensive assessment of a potential change to federal policy and the impact it will have on older adults. The end goal will be to provide 1. oral and video testimonies, 2. a short informational, well designed powerpoint of supporting science to back up your testimonies, 3. a social media campaign idea presented on screen to the committee, and 4. a written policy report to a Congressional Committee or sub-committee on this issue. You should expect that your residential students will convene the presentation in front of the committee/class, and they will play a video of online

students in which the online students' presentations have been edited together to one cohesive video.

Your group will need to be able to tell the policymakers how a policy will impact older adults in your region. The written portion of this assignment will be a 8-10 page double-spaced page policy report, which includes a one page executive summary at the front. This is not a traditional research paper but a policy report intended to give you practice in the type of report you will submit if working for a policy maker or advocacy group. The length of each individual oral presentation portion will be determined depending on class enrollment. Each group will coordinate a group presentation where every student has to speak for a specified amount of time in support of the issue. Residential students will present live in class, and online students will upload a video to Google drive.

More details will be forthcoming.   Your group will need to meet by Skype, Facetime, Zoom, phone, etc. to accomplish your goals and outcomes. **On February 12**, you will need to turn in a one page description of your proposed work including who has responsibilities for which sections, what rolls each of you will play, and how it will work out. **Although this one page write-up is not explicitly graded, failure to turn it in on time will have a negative impact on your grade for the final project.**

Each student will get an individual grade for this project, and each student will hand in a summary of the experience at the end of the course, which includes an assessment of how other students participated in this assignment.   The purpose of this assignment is to work together, work across mediums of technology and geographical space, and to figure out how to make an impact on social policy for older people.   The process is as important as the product in this assignment.

FINAL EXAM
A Take Home, Multiple Choice, Final Exam is due Tuesday, May 7 at 10:00 am.
Exam will be posted to Blackboard on Wednesday, May 1 at 10:00, and you will have two hours to complete the test online. You can take the test anywhere with a good internet connection at any time between May 1 and May 7. Once you start the test however, you will have 2 hours to complete it in one sitting. Details to be announced.

Grading Scale
Course final grades will be determined using the following scale

Grade	Range
A	93.0% or higher
A-	90.0%-92.9%
B+	87.0%-89.9%
B	83.0%-86.9%
B-	80.0%-82.9%
C+	77.0%-79.9%
C	73.0%-76.9%

C-	70.0%-72.9%
D	60.0%-69.9%
F	59.9% or lower

Assignment Submission Policy

All written assignments will be uploaded to Blackboard. Videos and other materials will be submitted through Googledrive. There is a link on the Blackboard page. You need to be logged into USC and use your USC email address to access Googledrive.

Grading Timeline

Instructors will do their best to have assignments graded by the time class meets again. There are times when it may take two weeks for grades to be published.

Additional Policies on Grading

- ➢ Statement on lateness protocol
  Late work will be subject to reduction in grade according to circumstances and a general rule of 2 percentage points per day the paper is late.
- ➢ Statement on extra credit
  There is no extra credit given in the class. Do the work the first time it is presented.
- ➢ Statement on Laptop use
  Laptop use is subject to instructors' discretion. If laptops are used for activities other than taking notes or following a powerpoint, they will be banned. Occasionally, instructors will ask you to look something up.
- ➢ Statement on mobile phone use
  Mobile phone use is not allowed during class. Period.

Grade Appeals and Disputes

As stated in the Academic Policies section of the University Catalogue, — A grade once reported to the Office of Academic Records and Registrar may not be changed except by request of the faculty member to the Committee on Academic Policies and Procedures (CAPP) on a Faculty Request for a Correction of Grade form. Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student. Students are not permitted to complete course work after the semester has ended.

Technological Requirements

Review Blackboard announcements and check USC email frequently. This course will be taught as a blended online and in class program and accordingly, students are expected to make themselves aware of all announcements made on Blackboard, as these serve as the primary form of communication with students. Similarly, students are also expected to **check their USC email frequently** (correspondence from professors will be sent to student USC email accounts). If not familiar with Blackboard, students are expected to go through the tutorials provided online at http://studentblackboardhelp.usc.edu/ Full understanding of the system will be necessary for participation in this course. **Students**

will also need to understand how to successfully submit assignments through the turnitin.com link on Blackboard. If not familiar with turnitin, students should go through the tutorials provided online at
http://studentblackboardhelp.usc.edu/coursework/submitting-work-turnitin/

Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to us as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement of Inclusion

The USC Leonard Davis School of Gerontology is committed to creating an inclusive classroom environment that values the diversity of all its members. The School is committed to providing a purposefully inclusive community where all members and visitors are free from all intolerant behavior (including but not limited to harassment, verbal or written abuse, threats, ridicule, or intimidation). We encourage all members within our community to embrace and learn from the diversity within our classroom, school, and university

Emergency Preparedness

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness

Course Schedule: A Weekly Breakdown

Week 1: January 8

Introduction to the Course (Cicero and Jacobson)
Introductions, expectations, overview of course. Challenges of an aging society; diversity of older persons (race/ethnicity, gender, social and economic class); health and long-term care; income. An overview of policies/programs affecting elders. Discussion of American values. Defining power, influence, public policy, politics.

Week 2: January 15

The Policy Process (Cicero)
Political theories and the politics of aging: interest groups, political advocacy, aging and voting behavior. Actors (insiders/outsiders); other processes/approaches; legislative process; roles of presidents; structure of courts.

Readings*:*
1. Read Cox, Chapter 1
2. Birkland, Chapters 1-2
3. http://www.pewsocialtrends.org/2015/05/21/family-support-in-graying-societies/

Week 3: January 22 – Paper Due at 10:00 AM

The Role of Social Insurance (Jacobson)
What is insurance? Why do people buy insurance? Why does government intervene in insurance markets? What is the role of Social Insurance? What are aging-related social insurance systems?

Readings*:*
1. http://www.scholarsstrategynetwork.org/content/how-social-insurance-protects-americans-growing-economic-risks
2. http://www.pewglobal.org/2014/01/30/chapter-5-aging-and-social-insurance-systems/
3. Birkland, Chapters 3-4
4. Check out Blackboard for "Public Finance and Public Policy," Chapter 12.

Week 4: January 29 -- Watch State of the Union Address. 6:00pm Pacific Time Tonight.

Medicare, Medicaid and US Health Policy (Jacobson)
Basics of US Health Care System; What is Medicare? What is Medicaid? How do these programs affect seniors? How were these programs and seniors affected by the Affordable Care Act?

Readings:
1. Birkland, Chapters 5-6
2. Cox, Chapter 5
3. Check out Blackboard for "Public Finance and Public Policy," Chapters 15 and 16.

Week 5: February 5 (Jacobson)
Social Security
What is Social Security? How does it work? Social Security and retirement; reforms to social security.

Readings:
1. Cox, Chapter 3
2. https://www.nasi.org/discuss/2015/08/social-security%E2%80%99s-past-present-future
3. Check out Blackboard for "Public Finance and Public Policy," Chapter 13.

Week 6: February 12 —One page Plan for Final Group Project Due

Employment and Aging (Jacobson)
Labor force participation; trends in employment, unemployment and not in the labor force; ageism in employment; aging and employment policy; Age Discrimination in Employment Act.

Readings:
1. Cox, Chapter 6
2. https://www.aarp.org/content/dam/aarp/ppi/2015-2/AARP953_LongTermUnemployment_FSFeb2v1.pdf
3. https://www.americanbar.org/groups/gpsolo/publications/gp_solo/2014/november_december/a_study_the_age_discrimination_employment_act_1967/

Week 7: February 19
*** MIDTERM ***

Week 8: February 26

Housing (Cicero)
Overview of housing policy: federal, state, local. Aging in place (home equity and modifications); elder-friendly or livable communities, visitability, accessibility, universal design. Housing options and long-term care; housing policy issues—affordability, supportive, accessibility.

Readings:
1. Cox Chapter 4
2. Eisenberg, R. Why are there so few Age-Friendly Cities? http://www.forbes.com/sites/nextavenue/2015/08/12/why-are-there-so-few-age-friendly-cities/
3. Pynoos et al., Aging in Place, Housing, and the Law
4. Buffel, T. et al. (2012). Ageing in urban environments: Developing 'age-friendly' cities http://csp.sagepub.com.libproxy2.usc.edu/content/32/4/597.full.pdf+html
5. https://bipartisanpolicy.org/library/recommendations-for-healthy-aging/

Week 9: March 5

Dementia and Caregiving? (Cicero)
What is dementia? What are the causes and consequences of dementia? How does dementia affect individuals, families and caregivers? How does it affect and how is it affected by society and our systems of social insurance?

Readings:
1. https://www.rand.org/pubs/research_reports/RR597.html
2. Cox, Chapter 7
3. https://www.alz.org/research/funding/alzheimers_policy_and_advocacy.asp
4. Hurd et al. (2015). Monetary Costs of Dementia in the United States, New England Journal of Medicine, 368(14): 1326-1334.
5. OECD (2018). Care Needed: Improving the Lives of People with Dementia https://read.oecd-ilibrary.org/social-issues-migration-health/care-needed_9789264085107-en#page3

Long Term Care (Cicero)
Long-term care—what is it; who provides it; who needs it; who pays for it; home and community-based services; continuum of care; integrating acute and long-term care; Medicaid. End of life care.

Readings:
1. Feder et al. (2000). Long Term Care in the United States: An Overview.
2. ASPE Issue Brief Long Term Services and Supports for Older Americans

http://aspe.hhs.gov/daltcp/reports/2015/ElderLTCrb.pdf
3. Principles for Improving Financing and Delivery of Long-Term Service and Supports http://www.convergencepolicy.org/wp-content/uploads/2015/07/LTCFC-Foundational-Principles-Final-070215.pdf
4. LeadingAge Pathways: A Framework for Addressing Americans' Financial Risk http://viewer.zmags.com/publication/7ebedb28#/7ebedb28/1
5. Long-Term Care in America: Americans' Outlook and Planning for Future Care http://www.longtermcarepoll.org/Pages/Polls/long-term-care-in-america-americans-outlook-and-planning-for-future.aspx

** NO CLASS ON MARCH 12 DUE TO SPRING BREAK **

Week 10: March 19
Oral Presentations
Length and Details TBA

Week 11: March 26

Older American's Act, Federalism (Cicero)
Programs in the Federal System; state policies and intergovernmental relations; The Older Americans Act and the aging network, block grants: social services, community development; models of intergovernmental relations in aging policies, programs—the roles of state, local government and advocacy.

Readings:
1. Cox, Chapter 2
2. The National Council on Aging. (2011). *Older Americans Act reauthorization: Multipurpose senior centers for positive aging.* Washington, DC.
3. Lockhart, C. (2013). Why do some states support elders better than others? http://www.scholarsstrategynetwork.org/content/why-do-some-us-states-support-elders-better-others
4. Older Americans Act: Aging Well Since 1965 http://www.acl.gov/newsroom/observances/OAA50/docs/OAA-Brief-Final.pdf
5. Kunkel & Lackmeyer, *The Role of the Aging Services Network in Balancing and Transforming the Long-Term Care System*
6. Wacker & Roberto, *Community Resources for Older Adults, Programs and Services in an Era of Change*
7. *http://www.asaging.org/blog/administration-community-living-programs-and initiatives-providing-family-caregiver-support*

Week 12: April 2

Fall Prevention and Elder Abuse (Cicero)
Strategies for preventing falls and elder abuse. Prevalence and causes of problems—multifactorial complexity, public awareness campaigns; medical reimbursement; training and education.

Readings:
1. Cox, Chapter 8
2. Ganz, et al. It takes a village to prevent falls
   http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3590814/pdf/nihms232968.pdf
   Tinetti, et al., Effect of dissemination of evidence
3. Nakhnikian, E. (2011). *No excuse for abuse*. New York, NY: Direct Care
   http://blog.directcarealliance.org/wp-content/uploads/2011/10/No-Excuse-for-Abuse_DCA_policybrief-9.pdf
4. WHCOA Elder Justice Brief

Week 13: April 9

Disability (Jacobson)
Aging and disability policy. Demographics of disability; models of disability; the disability network; state/federal independent living programs. Partnerships and coalitions between aging and disability networks. Disability insurance.

Readings:
1. Bishop, K. and Hobson, S. (2015). Perceptions of Aging for Persons With Adult-Onset Disability. *Perspectives, 37*(4), 6-19.
   http://search.proquest.com.libproxy1.usc.edu/docview/1695020375?accountid=14749
2. Pettinicchio, D. (2014). How the Americans with Disabilities Act Has Affected Employment and Earnings for People with Disabilities
   http://www.scholarsstrategynetwork.org/content/how-americans-disabilities-act-has-affected-employment-and-earnings-people-disabilities
3. Older Americans with a Disability 2008-2012
   https://www2.census.gov/library/publications/2014/acs/acs-29.pdf
4. Check out Blackboard for "Public Finance and Public Policy," Chapter 14.

Week 14: April 16

Current Topics in Aging
This class will review current newsworthy topics related to aging policy. The specific topics discussed will depend on what's in the news over the course of the semester. Examples of

topics that may be covered include (1) suicide risk in older ages in international perspective; (2) the decline in life expectancy in the US and the role of suicide and opioid overdose; (3) medical marijuana use among older Americans; (4) voting patterns of older Americans.

Readings:
1. Cox, Chapters 9 and 10
2. See blackboard for readings based on current issue in the news.

Week 15: April 23

Final Presentations (Cicero and Jacobson)

Summary of Class schedule and Assignments

	Topics/Daily Activities	**Deliverable/ Due Dates**
Week 1 Jan 8	Introduction to the Course	Come prepared with questions about course!
Week 2 Jan 15	The Policy Process	Read Cox, Chapter 1 Birkland, Chapters 1-2
Week 3 Jan 22	The Role of Social Insurance	Birkland, Chapters 3-4 See Blackboard **Assignment Due by 10AM PT:** What Aging Issue or Policy Matters to Me Most and Why?
Week 4 Jan 29	Medicare, Medicaid and US Health Policy	Birkland, Chapters 5-6 Cox, Chapter 5 Groups assigned
Week 5 Feb 5	Social Security	Cox, Chapter 3
Week 6 Feb 12	Employment and Aging	Cox, Chapter 6 1 page plan for final project
Week 7 Feb 19	**Midterm**	
Week 8 Feb 26	Housing	Cox, Chapter 4
Week 9 Mar 5	Dementia and Caregiving Long term care	Cox, Chapter 7
No Class on Mar 12 due to Spring Break		
Week 10 Mar 19		Oral Policy Presentations
Week 11 Mar 26	Older American's Act, Federalism	Cox, Chapter 2
Week 12 Apr 2	Fall Prevention and Elder Abuse	Cox, Chapter 8
Week 13 Apr 9	Disability	**See list above and blackboard**
Week 14 Apr 16	Current Topics in Aging	**See blackboard** Cox, Chapters 9 and 10

Week 15 Apr 23	Final Project Presentations	**Oral and Video Presentation, Powerpoint, Social Media Campaign, Policy Paper** (and assessment of fellow group members)
Take Home FINAL EXAM	**Opens Wednesday, May 1 at 10:00 am**	**Due Tuesday, May 7 at 10:00 am**

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy,

veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.
Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.