

HLTH AGE 4L03 – Social Policy and Aging

Winter 2020

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Lecture: Monday, 2:30-5:20 pm

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Contents

Course Description	2
Educational Philosophy.....	3
Course Objectives.....	3
Required and Recommended Readings	3
Course Evaluation.....	3
Participation and Weekly Reading Summaries (35%) – January 13 th to March 23 rd	3
Paper Proposal with Annotated Bibliography (15%) – Due February 3, 2020	4
Knowledge Translation Instrument and Presentation (20%) – Due March 30, 2020....	4
Policy Paper (30%)– Due April 6, 2020.....	4
Weekly Schedule	4
Week 1: January 6th –Course Introduction and Retirement Policy.....	4
Week 2: January 13th –The Essence of Public Policy/ Social Isolation.....	5
Week 3: January 20th– Public Policy and Shifting Constructions of Aging.....	5
Week 4: January 27th –Problem Definitions and Dementia Policy	5
Week 5: February 3rd – The Life-Course Perspective and Successful Aging	6
Week 6: February 10th –Violence and Abuse in Later Life	6
Week 7: February 17th – READING WEEK (no class).....	6
Week 8: February 24th – Policy Instruments and Age Friendliness	6
Week 9: March 2nd – Policy Networks and Homelessness in Later Life	7
Week 10: March 9th – Policy Implementation and Family Caregiving in Later Life.....	7
Week 11: March 16th – Policy Arguments and Fiscal Concerns about Population Aging	7
Week 12: March 23rd – Policy Communication and Technology	8
Week 13: March 30 th – Presentations	8

Week 14: April 6 th - Presentations and Review	8
Course Policies	8
Submission of Assignments	8
Requests for Relief for Missed Academic Term Work	9
McMaster Student Absence Form (MSAF)	9
Avenue to Learn	9
Authenticity / Plagiarism Detection	9
Course Modification	10
University Policies	10
Academic Integrity Statement	10
Academic Accommodation of Students with Disabilities	10
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	11
Faculty of Social Sciences E-mail Communication Policy	11
Extreme Circumstances	11

Course Description

Social Policy and Aging Social Policy and Aging focuses on key policy issues in relation to aging and late life. In particular, it explores the relationships between the frameworks used to guide policies and programs for older people, key public policies and institutional structures, and lived experiences of older people. Students will apply frameworks and policy lenses to develop nuanced perspectives on key aging policy issues. Throughout the course, students will review the challenges and tensions in current policy approaches, and consider pathways for change. The course offers students the opportunity to think critically and formulate a deeper understanding of contemporary issues in social policy that concern aging and later life. Students will develop a more complex understanding of the intersections between socio-cultural responses, program guidelines, organizational practices, and lived experiences.

This a fourth year seminar; Learning takes place inside and outside the classroom. In-class learning entails active student involvement in generating questions from the readings and participating in lectures and discussions. Learning outside the classroom takes place through assigned readings, critical thinking about class material, applying concepts to students' areas of interest, and written assignments. Through their assignments, students will identify and explore a particular social policy issue with relevance to older people.

Educational Philosophy

The course is structured according to a collaborative learning model. Each class is comprised of lecture and in-class tutorial time. The lecture will focus on the content of a particular area as outlined in the schedule. In-class tutorial time will involve exercises to help students integrate course content and stimulate critical thinking. Active student involvement is very important. Self-reflection, open exchange of ideas, and critical analysis are encouraged.

Course Objectives

By the end of the term, students should be able to:

- Identify key policies relevant to older people;
- Identify contemporary challenges and contradictions in policies for late life;
- Recognize underlying constructs in policy and practice;
- Appraise available models used to understand and address 'age-related' change;
- Understand and discuss the implications of population aging for future planning;
- Suggest change in particular areas of policy or practice.

Required and Recommended Readings

There is no text for this course. Readings for each week are provided in the schedule below and available online and/or through the McMaster library system.

Course Evaluation

Participation and Weekly Reading Summaries (35%) – January 13th to March 23rd

At the end of each class, students will be given roughly 5 minutes to reflect on the class discussions and content. Students will write down one take-away and/or question that they are left with. This will serve the purpose of both taking attendance and is meant to encourage critical reflection. Students will receive a grade point for attending and for thoughtful and active participation. Participation will be worth a total of 13% of the final grade, which is dispersed over the course of 12 classes (Weeks 1-6 and 8-13).

Each week, students will fill out and submit a reading summary. This reading summary will be submitted by 4:00 pm the day before class. Students are required to bring a copy to class (soft or hard copy). Students will receive two grade point for each summary. These assignments will be used to facilitate class discussion. Students will submit a total of 10 weekly summaries for Weeks 2-6 and 8-12 for a total of 22%.

Paper Proposal with Annotated Bibliography (15%) – Due February 3, 2020

Students will draft a one to two-page proposal for the final paper. The proposal should specify the policy issue that will be discussed, the framework that will be used, policy options, and a policy suggestion.

In this assignment, students will also select and review 5 key scholarly articles that will be used later to inform the final paper. First, students will provide the bibliographic references for each article according to standard APA format. Second, students will provide a one-paragraph summary per article that includes the argument, key points, an evaluation of the article, and a description of how it will be used in the final paper. The annotated bibliography should not exceed 4 pages. Assignments will be graded on the citation style, quality of the proposals and annotations, and selection of sources

Knowledge Translation Instrument and Presentation (20%) – Due March 30, 2020

Students will develop a knowledge translation instrument that pertains to their suggestions given within their policy paper, such as a blog, a program description, a poem, an event description, a poster, etc. The intent of this assignment is to encourage students to consider how their academic work can be translated into public or practice settings. Students can submit this assignment on March 30th either via Avenue to Learn or can bring a hard-copy to class.

Students will have a maximum of 10 minutes to present their policy papers and their policy instruments. Students will be encouraged to ask questions of the presenters and/or provide helpful suggestions that can enhance the work of the presenter.

Policy Paper (30%)– Due April 6, 2020

In this paper, students will select a key social policy problem in Canada that has an impact on the lives of older adults. They will define and then analyze the policy problem using a particular lens or framework. This paper should include an introduction with a thesis statement, a description of the policy problem facing older adults, a critical analysis of current policy approaches to addressing this problem, and suggestion(s) on how to better address the problem and/or other measures that can enhance current policy efforts. The paper must be between 10 to 12 pages.

Weekly Schedule

Week 1: January 6th –Course Introduction and Retirement Policy

Required

- Cox, C. (2015). Chapter six: Employment, retirement, and human rights. In *Social Policy for an Aging Society: A Human Rights Perspective* (pp. 1-18). New York, NY: Springer.

Week 2: January 13th –The Essence of Public Policy/ Social Isolation

Required

- Pal, L. (2013). Chapter one: Concepts and practices. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times* (p. 1-42). Ottawa, ON: Nelson Education.
- Burris, M., Kihlstrom, L., Arce, K. S., Prendergast, K., Dobbins, J., McGrath, E., ... & Himmelgreen, D. (2019). Food insecurity, loneliness, and social support among older adults. *Journal of Hunger & Environmental Nutrition*, 1-16.
- Nicholson, D., McCormack, F., Seaman, P., Bell, K., Duffy, T., & Gilhooly, M. (2017). Alcohol and healthy ageing: A challenge for alcohol policy. *Public Health*, 13-18.

Week 3: January 20th– Public Policy and Shifting Constructions of Aging

Required

- Gonyer, J. (2014). Policy challenges of a diverse oldest-old population. In Hudson, *The New Politics of Old Age Policy, 3rd ed.* Baltimore, MA: John Hopkins University
- Eastes, C. Wallace, S. Linkins, K. & Binney, E. (2001). The medicalization and commodification of aging and the privatization and rationalization of old age policy. In Estes, *Social Policy and Aging: A Critical Perspective*. Thousand Oaks, CA: Sage.

Recommended:

- Australian Government Department of Health. (2017). Aged Care Diversity Framework: Aged Care Sector Committee Diversity Sub-group. Canberra, AU.

Week 4: January 27th –Problem Definitions and Dementia Policy

Required

- Greenhalgh, T., & Russell J. (2006). Reframing Evidence Synthesis as Rhetorical Action in the Policy Making Drama. *Health care policy*, 1(2): 34-42.
- Eley, R. M. (2016). Telling it as it is: Involving people with dementia and family carers in policy making, service design and workforce development. *Working with Older People: Community Care Policy & Practice*, 20(4), 219-222.

- Stone, D. A. (1989). Causal stories and the formation of policy agendas. *Political science quarterly*, 104(2), 281-300.

Week 5: February 3rd – The Life-Course Perspective and Successful Aging

Required

- Pace, J.E. & Grenier, A. (2016). Expanding the circle of knowledge: Reconceptualising successful aging among North American older Indigenous peoples. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 72(2), 248-258.
- Komp, K. & Johansson, S. (2016). Population ageing in a lifecourse perspective: Developing a conceptual framework. *Ageing and Society*, 36(9), 1937-1960.

Notes

- Paper proposal and annotated bibliography due.

Week 6: February 10th –Violence and Abuse in Later Life

Required

- Norris, D. Fancey, P. Power, E. & Ross, P. (2013). The critical- ecological framework: Advancing knowledge, practice, and policy on older adult abuse. *Journal of Elder Abuse & Neglect*, 25(1), 40-55.
- Kelly, C. (2017). Care and violence through the lens of personal support workers. *International Journal of Care and Caring*, 1(1), 97-113.
- Barken, R., & Sims-Gould, J. (2018). Home support workers and older men: The implications of masculinity for later life care. *Men and Masculinities*. Doi:10.1177/1097184X18804308

Week 7: February 17th – READING WEEK (no class)

Week 8: February 24th – Policy Instruments and Age Friendliness

Required

- Novek, S., & Menec, V. H. (2014). Older adults' perceptions of age-friendly communities in Canada: A photo voice study. *Ageing and Society*, 34(6), 1052-1072.
- Reinhard, E., Courtin, E., van Lenthe, F. J., & Avendano, M. (2018). Public transport policy, social engagement and mental health in older age: a quasi-experimental evaluation of free bus passes in England. *J Epidemiol Community Health*, 72(5), 361-368.

Week 9: March 2nd – Policy Networks and Homelessness in Later Life

Required

- Grenier, A., Barken, R., Sussman, T., Rothwell, D., Bourgeois-Guérin, V., & Lavoie, J.-P. (2016). A literature review of homelessness and aging: Suggestions for a policy and practice-relevant research agenda. *Canadian Journal on Aging*, 35(1), 28–41.
- Patterson, K. (2019). Older women's risk of homelessness: Background paper. Sydney, NSW: Australian Human Rights Commission.

Recommended:

Australian Association of Gerontology. (2019). Position paper: Older women who are experiencing, or at risk of, homelessness. *Australasian journal on ageing*, 38(1), 66-68.

Week 10: March 9th – Policy Implementation and Family Caregiving in Later Life

Required

- Lin, I. F., & Brown, S. L. (2012). Unmarried boomers confront old age: A national portrait. *The Gerontologist*, 52(2), 153-165.
- Rocco, P. (2017). Informal caregiving and the politics of policy drift in the United States. *Journal of aging & social policy*, 29(5), 413-432.
- Scharlach, A. E., Kellam, R., Ong, N., Baskin, A., Goldstein, C., & Fox, P. J. (2006). Cultural attitudes and caregiver service use: Lessons from focus groups with racially and ethnically diverse family caregivers. *Journal of gerontological social work*, 47(1-2), 133-156.

Week 11: March 16th – Policy Arguments and Fiscal Concerns about Population Aging

Required

- Dormont, B., Grignon, M., & Huber, H. (2006). Health expenditure growth: reassessing the threat of ageing. *Health economics*, 15(9), 947-963.
- Lee, R. D., & Mason, A. (2011). Chapter 1: Population aging and the generational economy: Key findings. In Lee, R. D., & Mason, A., "Population aging and the generational economy: A global perspective". Ottawa, ON: Edward Elger Publishing.

Recommended

- Aaron H. 2010 Comments on "spending on children and the Elderly: An issue brief. Washington, D.C: Brookings Institution
- Isaacs, J.B. 2009. Brief of "How much do we spend on children. Washington, D.C: Brookings Institution

Week 12: March 23rd – Policy Communication and Technology

Required

- Hill, R., Betts, L. R., & Gardner, S. E. (2015). Older adults' experiences and perceptions of digital technology:(Dis) empowerment, wellbeing, and inclusion. *Computers in Human Behavior*, 48, 415-423.
- Bennett, B. (2019). Technology, ageing and human rights: Challenges for an ageing world. *International Journal of Law and Psychiatry*, 66, 101449.

Recommended

- Official Policy from the Government of Canada on policy communication <https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=30683>

Week 13: March 30th – Presentations

*No required readings

Week 14: April 6th- Presentations and Review

*No required readings

Course Policies

Submission of Assignments

Assignments should be submitted online to the appropriate folder on Avenue to Learn. Please adhere to the following criteria for assignment preparation: All assignments must include a title page with all relevant course information, adhere to the page limits specified, be double-spaced, and be formatted with 12 pt. font and standard margins. You must use **APA style** for the citations and references in all assignments. Please consult an APA guide directly or your library e-resource.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+

MARK	GRADE
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments should be submitted on the due date by the end of the class. A **2% reduction** will be applied each day after the deadline. Assignments that are not submitted within a week after the due date will automatically receive a grade of zero.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. [Student Accessibility Services](#) can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.