THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring 2018

Course Title: Family Caregiving and Aging

Course Prefix/Number/Section: SOCW 5334 (formerly SOCW 6362)-001/004

Instructor Name: Noelle Fields, PhD, LCSW

Faculty Position: Assistant Professor

Faculty Profile: http://www.uta.edu/profiles/noelle-fields

Office Number: 112B

Phone Number: N/A

Email Address: noellefields@uta.edu

Office Hours: by appointment only

Day and Time of Class (if applicable): Online

Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes. Blackboard: https://elearn.uta.edu

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A. Description of Course Content

This course will give students an overview of the individual and social impact of family caregiving and aging within a bio-psycho-social context and the role(s) of social workers in helping individuals, families, and communities face the contemporary challenges of caregiving. Course content will be underscored by a strengths-based framework and will include the effects of culture on family caregiving, families' process of providing care to persons with chronic and/or complex illness across levels of care (e.g. hospital/rehabilitation/hospice), working with family caregivers within long-term care settings (e.g. nursing homes), dementia caregiving, end of life care as well as evidence-based assessment and intervention with family caregivers. Social services and policy that social workers need to know in order to practice effectively with older adults and their family caregivers are discussed. Innovative approaches for addressing challenges in family caregiving (e.g. technology) are also explored. Particular attention is given to issues of family caregiving faced by diverse, marginalized, and oppressed populations.

B. Student Learning Outcomes

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. [Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.]

1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. [Social

workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.]

1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. [Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires synthesis and communication of relevant information.]

1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.

Educational Policy 2.1.4—Engage diversity and difference in practice. [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.]

1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.

Educational Policy 2.1.5—Advance human rights and social and economic justice. [Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.]

1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients' right to dignity and self-determination in their assessment and intervention strategies.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

[Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.]

1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. [Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.]

1. Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and value to practice with older adults.
2. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the

various influences and social constructions of aging well.

Educational Policy 2.1.10(a)—Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities. [Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.]

1. Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.

Educational Policy 2.1.10(b) - Assessment

1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.

Educational Policy 2.1.10(c) - Intervention

1. Advanced social workers in aging describe empirically validated and
2. theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults

Student Learning Outcomes:

By the end of the semester, students should be able to demonstrate the following knowledge areas:

1. Describe the contemporary context of caregiving and identify the emerging trends in family caregiving and aging through readings, class lectures, and class activities.
2. Identify and describe how personal and social values influence the family caregiving experience through readings, videos, lectures, class activities, and class discussion.
3. Understand the bio-psycho-social-spiritual challenges faced by family caregivers through the use of a written assessment, class activities, and class discussion.
4. Demonstrate awareness of one's assumptions, beliefs, values, and behaviors with respect to family caregiving and aging through class activities, written assignments, and class discussion.
5. Apply evidence-based intervention strategies to intervene with family members and older adults facing the challenges of caregiving in practice situations through written assignments and class discussions.
6. Analyze the intended and actual benefits provided by the major programs and policies available to support family caregivers through class activities, class discussion, and written assignments.
7. Enhance communication skills and use of professional self by direct contact with a local community service agency that provides programs and services to support family caregivers through written assignments and class discussions.
8. Evaluate the professional roles and functions of the social worker in working with family caregivers and older adults through class discussion, written assignments, and class activities.
9. Describe the diversity and difference in social work practice with caregivers with particular attention given to marginalized and oppressed populations through class discussion, written assignments, and class activities.
10. Identify conflicts between social work values and ethics in practice with family caregivers through readings, written assignments, and class discussion.

C. Required Textbooks and Other Course Materials

Gaugler, J., & Kane, R. L. (Eds.). (2015). *Family caregiving in the new normal*. Academic Press: London.

Casey, N. (2009). *An Uncertain Inheritance.* HarperCollins: New York, NY.

Other required readings are listed weekly on the syllabus. Copies of these readings are available on Blackboard and e-reserve.

D. Additional Recommended Textbooks and Other Course Materials

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6ᵗʰ ed.). Washington, DC: American Psychological Association.

E. Descriptions of Major Assignments and Examinations

Discussion Forum (30 points – 15 posts worth 2 points each)

Due: Fridays by 11:59 PM, Second post (if applicable) due Sundays at 11:59 PM

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.1; Educational Policy 2.1.2; Educational Policy 2.1.3; Educational Policy 2.1.4; Educational Policy 2.1.5; Educational Policy 2.1.6; Educational Policy 2.1.7

There will be four required discussion boards each week (please note the Personal Thoughts discussion is *optional* but highly recommended). Students will post short reflective comments on the discussion forum based on the weekly coursework. To help promote authentic and thoughtful responses to the posted question, during designated weeks, you will not be able to view other student's original posts until you have posted your discussion response. Your original posts are due on Fridays at 11:59 pm on the week they are assigned. If the discussion requires a response/comment to another student's post as noted in a particular discussion board prompt, then your second post will be due on Sundays by 11:59 pm.

Agency visit and paper. (15 points) Due February 4th by 11:59 pm.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.1; Educational Policy 2.1.2; Educational Policy 2.1.3; Educational Policy 2.1.5; Educational Policy 2.1.10(a); Educational Policy 2.1.10(b)

This activity is intended to increase knowledge of the various community agencies available to provide services to family caregivers and older adults.

Students will individually visit a community agency or organization that provides services family caregivers and the older adult population. **Please note that the agency or organization must have a specific program for family caregivers. Students are required to contact the instructor for prior approval before choosing an agency.** Students will be responsible to 1) visit the agency, 2) assess what services are provided to older adults, their families and the community, 3) assess how services (eligibility and process) are provided, and 4) discuss what type of services the social workers provide in this agency. Students must submit written verification from the agency of your visit, and a 3-4 page typed paper: name and address of the agency, the person (name, credentials, title) visited, services provided, eligibility and process to receive services, description of the social worker(s) job, and your evaluation of the services provided and ways in which this service will help family caregivers and older adults. Each student will post a summary of his or her visit to the discussion board on Blackboard as a part of this assignment (thereby sharing the information with the entire class).

Caregiver assessment. (20 points) Due February 18th by 11:59 pm.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.1; Educational Policy 2.1.2; Educational Policy 2.1.3; Educational Policy 2.1.4; Educational Policy 2.1.7; Educational Policy 2.1.10(a); Educational Policy 2.1.10(b); Educational Policy 2.1.10(c)

Students will identify a <u>family caregiver of an older adult</u> from their professional or personal experience and conduct an interview. The family caregiver should be an <u>unpaid, informal caregiver taking care of an older loved one</u>. For example, you could interview a spouse/partner caring for his or her spouse/partner or an adult child taking care of an aging parent, etc. The student will write a 7-10 page paper assessing the bio-psycho-social situation of the caregiver and make recommendations for interventions as appropriate. In addition to the narrative discussion you have with the caregiver as described in the assignment guidelines, please select one standardized measure discussed in Gaugler, Kane and Langlois (2000) and administer the instrument during your interview. In your paper, please discuss your findings and provide a written argument for why you selected the measure you used. Please protect the caregiver's confidentiality by not including his/her name in your paper. You should complete this assignment independently, without consulting other members in the class.

The assessment will address the following:

Part 1: Summary of caregiving relationship/situation

- Include the demographics of the caregiver--Age, gender, ethnic background, relationship status, children (living, deceased), employment status, educational level, living arrangements.
- Include the social functioning of the caregiver--Identify social and support systems and person's ability to participate within these systems. Describe a typical day for this person.

Part 2: Assessment: The interview should include open-ended and close-ended questions to assess the following pieces of information:

- Type (tasks) and frequency of care provided;
- Skills necessary to provide the care;
- Additional responsibilities or stressors that affect care provision;
- What formal services are received;
- Your assessment of the caregiver's overall health status (mental and physical);
- Values and preferences of the care recipient and caregiver;
- Your assessment of how able the caregiver is to continue with care; and
- What additional formal services may be needed.
- Include your impressions and recommendations regarding interventions-- how do you think the caregiver is doing, what concerns you have that maybe the caregiver did not mention, **and** include possible interventions or services to address concerns/problems, including enhancing current services to meet the need.
- Include one standardized measure discussed in Gaugler, Kane and Langlois (2000) chapter that is posted on Blackboard in Module 4 and administer the instrument during your interview-- discuss your findings and provide a written argument for why you selected the measure you used. **Be sure to score the instrument results (if there is a scoring guide available), interpret those results, and incorporate those results in your recommendations/impressions. Also include your use of the tool, why you chose the tool, and how you interpret the results of the tool in terms of making recommendations, etc.** Below are the measures to choose from in the chapter:

  Zarit Burden Interview p. 336
  Montgomery Burden Inventories p. 337
  Caregiver Strain Index p. 338
  Caregiver Burden Inventory p. 341
  Caregiver Hassles Scale p. 343
  Caregiver Appraisal Measure p. 346
  Picot Caregiver Reward Scale p. 348
  Caregiver Reaction Assessment p. 349
  Measures Specifying Caregiver Stress Process p. 352

Family Caregiver Support Group Observation and Reflection. (15 points) Due March 4th by 11:59

pm.

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.3; Educational Policy 2.1.6; Educational Policy 2.1.10(c)

Each student is to attend one meeting of an open family caregiver support group or other family caregiver self-help support meeting OR you may virtually attend an online family caregiver support group. Hospitals, Alzheimer's Association, American Heart Association, American Cancer Society, Jewish Family Services, etc. typically offer face to face support groups in the community for family caregivers. You will need to search the internet for appropriate online family caregiver support groups. Students are to write a 5-6 page paper that includes the following two parts:

PART ONE

1. Summary of your observations of the meeting (time, date, location, purpose of meeting, how many in attendance, who led the group, length of group, general demographics of the group (e.g. number of male/female, races, ages, etc.). You must also include (to the fullest extent possible) this information for the online support groups as well. If you are unable to obtain this information, you will need to provide your rationale as to why it was not available.
2. What did you learn about family caregiving? (challenges, positive aspects of caregiving, multidimensional needs of the family caregivers, cultural/religious issues, , long-term care service use, hospitalizations/care transition needs, etc.)
3. Your personal reactions to the meeting (What did you learn about yourself? Did attending the meeting have an impact on how your view family caregiving? Why or why not)

PART TWO:

1. Find (1) scholarly, peer-reviewed journal article related to a family caregiver intervention that you think would be helpful for family caregivers attending a support group. Suggested journals are *Journal of Applied Gerontology, The Gerontologist, Journal of Gerontological Social Work*. For example, if you were leading a support group, what intervention would you recommend as a social worker and why? You should choose your intervention based upon your observation/reflections of attending the support group. Follow the outline as below:

1. Author's name, year and title of the article, name of the journal, volume and page numbers. (APA style)
2. Summary—to be written as if the reader has not read the article and needs to be informed of the essence of the article.
3. Critique—Intervention approaches/model's strengths and weakness, applicability and limitations especially for clients who are diverse in terms of gender, sexual orientation, racial, ethnic and economic and education background.

Students are not to attend any "closed" self-help meetings or therapy groups and/or to pretend to be a family caregiver. Likewise, the student will not disclose anyone's identity or any personal information gleaned from attending a family caregiver support group. The student is to be honest and openly state the he/she is a student who is only observing. If you are attending an online meeting, you should also be honest about your role as an observer. For in person observations, students must contact the family caregiver support group organizer/host agency for permission prior to attending. For online support groups, if there is a virtual moderator available, be sure to contact him or her for permission prior to your observation.

Final Exam. (20 points) Due March 9th at 11:59 pm

Includes designated skill(s) or behavior (s) from: Educational Policy 2.1.3; Educational Policy 2.1.6; Educational Policy 2.1.7

This comprehensive exam will cover course content from the beginning to the end of the semester (readings, presentations, videos, etc.). The exam will be open book/open notes. Your exam format will include short answer questions and short essay.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

I expect that students will attend class weekly in this online course. In addition to course readings and other assignments, a large component of this course is class discussions on the discussion boards. Failure to 6 attend, participate, and contribute meaningfully to the class through the discussion boards will result in deducted points. Participation is considered a crucial aspect of learning course material. Participation in class should reflect an understanding of, or questions about, assigned reading, the integration of such with personal and professional experiences, and the desire to broaden one's professional knowledge base. Please become familiar with the NASW Code of Ethics. It establishes the foundation for respect of each other and the evolving perspectives we might share throughout the semester. The impact on your grade in this area (e.g. discussion boards) will be a response to respecting and encouraging the opinions of peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; and being prepared to work with colleagues.

G. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. The final course grade will be based on timely completion of each activity or assignment.

90 and Above A
80 - 89.9 B
70 –79.9 C
60 - 69.9 D
Below 60 F

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. All papers must follow APA guidelines. Plagiarism (using someone else's words, thoughts, or ideas and claiming them as your own – i.e., using direct sentences written by others) will result in a failing grade for the course. All papers must be submitted through SafeAssign on Blackboard. I will closely review the scores for possible plagiarism. The overall SafeAssign Score indicates the percentage of your submitted paper that matches existing sources:

-- Scores below 15 percent: These papers typically include some quotes and few common phrases or blocks of text matching other documents and may not require further analysis. -- Scores between 15 percent and 40 percent: These papers include extensive quoted or paraphrased material or they may include plagiarism. These papers must be reviewed to determine if the matching content is properly cited.

--Scores over 40 percent: There is a very high probability that text in this paper was copied from other sources. These papers include quoted or paraphrased text in excess and must be reviewed for plagiarism.

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

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H. Make-Up Exams

Students are expected to complete assignments prior to each deadline. Postings to the discussion boards will NOT BE accepted late. Late written assignments (e.g. agency visit paper, caregiver assessment, family support group observation/paper) will be dropped one letter grade for each day late. The instructor will NOT ACCEPT LATE WRITTEN ASSIGNMENTS AFTER FIVE DAYS. The final exam will NOT BE accepted late. Arrangements extending deadlines for individual students are made only on the basis of unusual circumstances generally considered to be outside of an individual's control, and only at the instructor's discretion.

I. Course Schedule

	DATE	TOPIC	READINGS	ASSIGNMENT DUE
Module 1 - Week 1 (1/16)		Context of family caregiving and aging	Chapters 1, 2, 3 & 6 in the Gaugler textbook *Who are the Aging Families?* by Rosemary Blieszner (on Blackboard)	
Module 2 - Week 2 (1/22)		Individual and family impact of caregiving	Chapters 4 & 5 in the Gaugler textbook Pgs. 1-65 in Casey book *All in the Family: Providing Care to Chronically Ill and Disabled Adults* by Mary Ann Parris Stephens and Melissa M. Franks (on Blackboard)	
Module 3 - Week 2 (1/22)		Social impact of family caregiving	*Chapters 7 & 8 in the Gaugler textbook Valuing the Invaluable: 2011 Update, The Growing Contributions and Costs of Family Caregiving*, by Lynn Feinberg, Susan C. Reinhard, Ari Houser, and Rita Choula. http://assets.aarp.org/rgcenter/ppi/ltc/fs229-ltc.pdf Pgs. 66-93 in Casey book	**Agency visit and paper (15 points) Due February 4th by 11:59 pm.**

Module 4-Week 3 (1/29)		Assessing the needs of family caregivers	*Assessment and Intervention with Family Caregivers* by Judy Zarit (on Blackboard) *Assessment of Family Caregivers of Older Adults* written by Dr. Joseph Gaugler in the 2000 Kane and Kane (Eds.) Assessing Older Persons: Measures, Meaning and Practical Applications published by Oxford University Press. (on blackboard) Pgs. 94-145 in Casey book	
Module 5-Week 3 (1/29)		Assessing the needs of family caregivers, cont.	No new readings.	
Module 6-Week 4 (2/5)		Caregiver interventions	*Empirically Supported Treatment for Family Caregivers* by Steven H. Zarit (on Blackboard) *Caregiver Family Therapy for Conflicted Families* by Sarah Qualls and Tara Noecker (on Blackboard) Chapter 17 in the Gaugler textbook	
Module 7-Week 4 (2/5)		Caregiver interventions, cont.	*Caregiver Services: Resources, Trends, and Best Practices* by Nancy Giunta & Andrew Scharlach (on Blackboard) Chapters 9, 10 & 14 in Gaugler textbook	
Module 8-Week 5 (2/12)		Caregiving and ethical dilemmas	Chapter 13 in the Gaugler textbook NASW Code of Ethics at http://www.socialworkers.org/pubs/code/code.asp Hasselkus, B.R. (1991). Ethical dilemmas: the organization of family caregiving for the elderly. *Journal of Aging Studies,* 5 (1). 99-110. Hughes, J.C., Hope, T., Reader, S. & Rice, D. (2002). Dementia and ethics: the views of informal carers. *Journal of the Royal Society of Medicine, 95* (5): 242-246. Pgs. 146-174 in Casey book	
Module 9-Week 5 (2/12)		Phases of the caregiving experience	Montgomery, R.J.V. & Kosloski, K. (2009). Caregiving as a Process of Changing Identity: Implications for Caregiver Support. *Generations, 33* (1). 47-52. Pgs. 175-207 in Casey book	**Caregiver assessment (20 points) Due February 18th by 11:59 pm.**

Module 10- Week 6 (2/19)		Spirituality, grief and loss	Larocca-Pitts, M.A. (2008). FACT: Taking a spiritual history in a clinical setting. *Journal of Health Care Chaplaincy, 15,* 1-12. Koenig, T.L. (2005). Caregivers' use of spirituality in ethical decision-making. *Journal of Gerontological Social Work, 45* (1/2), 155-172. Morano, C.L. & King, D. (2005). Religiosity as a mediator or caregiver well-being; does ethnicity make a difference? *Journal of Gerontological Social Work, 45* (1/2), 69-84. Pgs. 208-269 in Casey book	
Module 11- Week 6 (2/19)		Culture and the caregiving experience	Lee, M.Y. & Greene, G.J. (2004). A teaching framework for transformative multicultural social work education. *Journal of Ethnic and Cultural Diversity in Social Work, 12* (3), 1-28. Knight, B.G. & Sayegh, P. (2010). Cultural values and caregiving: The updated sociocultural stress and coping model. *The Journals of Gerontology, B series*, 65 (1), 5-13.	
Module 12- Week 7 (2/26)		Culture and the caregiving experience (continued)	Guberman, N., Lavoie, J.P., Blein, L., and Olazabal, I. (2012). Baby boom caregivers: Care in the age of individualization. *The Gerontologist, 52* (2), 210-218. Chadiha, L.A., Adams, P., Phoranso, Ol, Ong, S.L., Byers, L. (2003). Stories told and *lessons learned from African American female caregivers' vignettes for empowerment practice. Journal of Gerontological Social Work, 40* (1/2), 135-144. Dotman, R., Walter, K., Burke, P., Hardin, L., Karanik, T., Raphael, J. & Silverstein, E. (1995). Old, sad and alone: The myth of aging homosexual. *Journal of Gerontological Social Work, 24* (1/2) 29-44.	**Family Caregiver Support Group Observation and Reflection. (15 points) Due March 4th by 11:59 pm.**

Module 13- Week 7 (2/26)		Family caregivers and long-term care settings	*Integrating Families into Long-Term Care Psychology Services: Orchestrating Cacophonies and Symphonies* by Margaret Norris (on Blackboard) Strang, V. R., Koop, P. M., Dupuis-Blanchard, S., Nordstrom, M., & Thompson, B. (2006). Family caregivers and transition to long-term care. *Clinical Nursing Research*, *15*(1), 27-45. Williams, S. W., Zimmerman, S., & Williams, C. S. (2012). Family caregiver involvement for long-term care residents at the end of life. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences* Bauer M., Fetherstonhaugh D., Tarzia L., Chenco C. (2014). Staff–family relationships in residential aged care facilities: The views of residents' family members and care staff. *Journal of Applied Gerontology*, 33(5), 564-585	
Module 14- Week 8 (3/5)		Transitions of care/levels of care and family caregiving	Improving Transitions of Care: The Vision of the National Transitions of Care Coalition. (2008). At: http://www.ntocc.org/Portals/0/PDF/Resources/PolicyPaper.pdf Kane, R. L. (2011). Finding the right level of posthospital care: "We didn't realize there was any other option for him". *JAMA*, *305*(3), 284-293 Coleman, E. A., Parry, C., Chalmers, S., & Min, S. J. (2006). The care transitions intervention: results of a randomized controlled trial. *Archives of internal medicine*, *166*(17), 1822-1828.	
Module 15- Week 8 (3/5)		Technology and family caregiving/future directions in family caregiving	Chapters 12,15, 18 in Gaugler textbook National Alliance for Caregiving (2011). e-Connected Family Caregiver: Bringing Caregiving into the 21st Century At: http://www.caregiving.org/data/FINAL_eConnected_Family_Caregiver_Study_Jan%202011.pdf Redfoot, D., Feinberg, L., & Houser, A. (2013). The aging of the baby boom and the growing care gap: A look at future declines in the availability of family caregivers. *Washington: AARP Public Policy Institute*. At: http://www.aarp.org/content/dam/aarp/research/public_policy_institute/ltc/2013/baby-boom-and-the-growing-care-gap-insight-AARP-ppi-ltc.pdf Reinhard, S.C., Feinberg, L. & Choula, R. (2012). A Call to Action: What Experts Say Needs to Be Done to Meet the Challenges of Family Caregiving. The AARP Public Policy Institute. At http://www.aarp.org/content/dam/aarp/research/public_policy_institute/ltc/2012/Spotlight-Paper-Meeting-the-Challenges-of-Family-Caregiving-AARP-ppi-ltc.pdf	**Final Exam. (20 points) Due March 9th at 11:59 pm**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center **(**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides........................... http://libguides.uta.edu
Subject Librarians....................... http://www.uta.edu/library/help/subject-librarians.php
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials .... http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian........................... http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents'* *Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.