

University of Texas at Arlington
School of Social Work
Social Work 6318-001
Fall 2014

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Class time: 4:00 pm – 6:50 pm

Class location: SWCA 219

I. Council on Social Work Educational Policy, Section 4.5 Social Work Practice:

Social work practice is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and asset; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirically based interventions designed to achieve client goals; applying empirical knowledge 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.

UTA-School of Social Work: Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

.....the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al. (2005).

The UTA SSW vision statement states that the "School's vision is to promote social and economic justice in a diverse environment." Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply "symptoms". This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

UTA-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows:

In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

II. Course Description

Course presents an overview of current issues in the care, treatment, and delivery of social services to the aging. Students learn practice procedures designed to equip them with the skills needed for effective social work practice and review major theories on aging.

III. Purpose of the Course:

Gerontological, or aging, practice in social work is an area of increasing demand. Indeed, with the "graying of America" social workers and other professionals will find themselves working more with people over age 65. It is the intent of this course to inform students of the social, psychological, biological, economic, legal and health related issues confronting the elderly, their families and society in general. The course provides a generalist's knowledge base and more specialized direct practice and intervention skills, as necessary for practice with older adults, and explores the service

settings responsive to their needs. Understanding, critical thinking, and additional advocacy skills will be stressed as the plight of at-risk special populations such as older minorities and women is examined.

IV. Student Learning Outcomes:

By the end of the semester, students should be able to demonstrate the following knowledge areas in their class assignments, term papers, examinations, and group projects:

1. Understand the basic demography of aging issues in America and their impact on practice and service delivery by reading textbook(s), videos, writing assignments and class discussions.
2. Enhanced understanding and student preparation to engage in a relationship with individuals and agencies that provide services to the older adult through writing assignments and direct contact.
3. Expanded understanding of the challenges facing our older adults in the areas of biological, psychological and social issues by textbooks reading, videos, speakers, direct contact and written assignments.
4. Increased knowledge of various aging theories and aging process by textbook reading, lecture and direct contact.
5. Enhance social work skills crucial to working with older adults and their families from videos, class discussion and textbook reading.
6. Increased knowledge of social policy and community resources in a rural area as it relates to the older adult population by reading, class discussions, videos and written assignments.
7. Enhance communication skills and use of professional self by direct contact with an older adult and with local community service agencies.
8. Evaluate current research on aging and begin to relate this to practice by written assignments and readings.
9. Employ the beginning steps of the social work model of relationship building, assessment, evaluation and termination skills by direct contact assignment.

Note: Course Syllabus Changes – The course instructor reserves the option to modify the course syllabus throughout the course offering by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modify assignments or make substitutions so long as course objectives are met and the overall grading criteria are maintained.

V. Requirements:

Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

VI. Council on Social Work Education – Educational Policies and Accreditation Standards:

Competency	Practice Behavior	Student Learning Outcome	Assignment
2.1.1 Identify as a professional social worker and conduct oneself accordingly	<ul style="list-style-type: none"> Practice self-reflection and self-correction Engage in career-long learning 		Journals, in class activities
<i>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.</i>			
2.1.2 Apply social work ethical principles to guide professional practice	<ul style="list-style-type: none"> Recognize and manage personal values in a way that allows professional values to guide practice Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles Tolerate ambiguity in resolving ethical conflicts Apply strategies of ethical reasoning to arrive at principled decisions 		In class activity on ethical decision making
<i>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.</i>			
2.1.3 Apply critical thinking to inform and communicate professional judgments	<ul style="list-style-type: none"> Analyze models of assessment, prevention, intervention and evaluation 		Psychosocial assessment, agency visit
<i>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 the synthesis and communication of relevant information.</i>			
2.1.4 Engage diversity and difference in practice	<ul style="list-style-type: none"> Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups Recognize and communicate their understanding of the importance of difference in shaping life experiences 		Journals, in class activities
<i>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</i>			

<i>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.</i>			
2.1.5 Advance human rights and social and economic justice	<ul style="list-style-type: none"> Understand forms and mechanisms of oppression and discrimination 		In class activities, psychosocial assessment
<i>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.</i>			
2.1.6 Engage in research-informed practice and practice-informed research	<ul style="list-style-type: none"> Use research evidence to inform practice Understand the process of evidence-informed practice 		Supplemental readings
<i>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.</i>			
2.1.7 Apply knowledge of human behavior and the social environment	<ul style="list-style-type: none"> Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation Critique and apply knowledge to understand person and environment 		Psychosocial assessment
<i>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.</i>			
2.1.9 Respond to contexts that shape practice	<ul style="list-style-type: none"> Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services 		Agency visit
<i>Social workers are informed, resourceful and proactive in responding to evolving organizational, community and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</i>			
2.1.10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities	<ul style="list-style-type: none"> Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. Select appropriate evidence informed intervention strategies. 		Psychosocial assessment, in class activities
<i>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.</i>			

VII. Course Requirements and Grading

1. Types of Instruction

- A variety of teaching methods will be used in this course including: lectures, discussions, movies, multi-media, learning-based assignments, readings, and small group activities.
- Students will be engaged with materials and activities presented through Blackboard as well as materials presented during our scheduled class period and in the course of completing assigned readings.

2. Learning Environment

- Our in-class learning environment will be based on three values that are central to the Social Work Code of Ethics:
 - *Dignity & Worth of the Person*—Each person in this class brings a unique set of skills, perspectives, and life experiences that enrich the learning environment. The learning process requires a certain degree of risk taking, and although each of us assumes responsibility for our own learning, we support and respect one another's efforts at experimentation with new ideas and learning challenges.
 - *Importance of Human Relationships*—Mutual respect is a cornerstone of healthy social interactions and working relationships. As members of this class we will treat one another respectfully, even though our values and opinions may differ.
 - *Confidentiality and Privacy*—Self-disclosure will be minimized in the classroom in order to respect the privacy rights of significant others in our lives; when we share information about ourselves, we also (incidentally or intentionally) share information about our family and friends.

3. Performance Expectations

A. Due dates and Deadlines

Students are expected to complete assignments prior to each deadline. Late assignments will be assigned a five (5) point penalty for each day 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. See specific assignment guidelines on Blackboard for details regarding due dates.

B. Grading and Assignments

The final course grade will be based on timely completion of each activity or assignment.

Assignment	Points
Journals (5 points each)	20
Agency visit	15
Psychosocial assessment	25
CEU presentation	30
Class participation (includes "caregivers assignment")	10
TOTAL POINTS: 100	

i. Reflective Journals (Due dates: TBD)

Self-reflections are intended to enhance the students' ability to make use of his or her experience and develop greater empathy for the older clients. Each student is expected to journal about his or her experience. As part of the journal students are expected to explore and articulate their views and feelings about growing older, their feelings about observing older people in their everyday lives, identifying examples of ageism and discussing ways to combat ageism, and explore how many stereotypes of aging are part of their current view. Students will write short reflective papers answering questions related to the assigned readings or class topics. Journals should be typed, double-spaced and at least 3 pages. Journal topics will be given in class the week before they are due. A total of (4) journals will be submitted by each student.

ii. Agency visit (Due date: October 22nd)

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

Students will individually visit a community agency that provides services to the older adult population in their team's designated area (teams will be assigned in class).

Individually, students will be responsible to 1) both visit the agency, 2) assess what services are provided to older adults, their families and the community, 3) how services (eligibility and process) are provided, and 4) discuss what type of services the social workers provide in this agency. Teams will present the services available to older adults to the entire class in a brief presentation. Feel free to bring brochures/pamphlets to distribute to classmates.

Assignment: Individually, 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 older adults and/or their families.

iii. Psychosocial assessment (Due date: Nov. 12th)

Students are expected to complete an interview of an older adult (must be over the age 70, and not a relative). The goal of the interview is to allow the student the opportunity to enhance communication and assessment skills. In addition to the interview with the older adult, students are expected to interview (with the permission of the older adult) - a collateral contact, such as a service provider, friend or family member. After the interviews, the student will write an assessment, his or her impressions, and recommendations based on the information gathered. The assessment will address the following:

1. Demographics of the person: Age, gender, ethnic background, relationship status, children (living, deceased), employment status, educational level, living arrangements.
2. Physical status: Disabilities, (brief) medical history, mobility, general satisfaction/dissatisfaction with current health status, ability to complete activities of daily living and instrumental activities of daily living.
3. Psychological status: Mental status, general outlook on life, coping abilities, affect, memory, and spiritual or religious activities. Please use one of the assessment tools discussed in class to screen memory or mood – include a copy with your paper.
4. Social functioning: Identify social and support systems and person's ability to participate within these systems. Describe a typical day for this person.
5. Formal service usage: Identify any formal community services received.
6. Economics: Obtain a general idea of the person's financial resources. Does the person feel they have adequate resources; what kinds of financial concerns, if any, do they have?
7. Potential problems: Discuss areas of concern identified by the older person or identified by the student.
8. Impressions and Recommendations regarding Interventions: Include your impressions about the information gathered – how do you think the older adult is doing, what concerns you have that maybe the older adult did not mention, **and** include possible interventions or services to address concerns/problems, including enhancing current services to meet the need.

The assessment should be 10 – 12 double spaced pages. The paper should paint a realistic picture of the older adult's current functioning. **More details may be found on the "psychosocial assessment assignment and grading rubric."**

iv. Continuing Education Workshop (DUE: Nov. 19th and Dec. 3rd)

Students will work in small groups to prepare and present a 30 minute workshop for their peers on a special aging related issue of their choosing (must be approved by the instructor). The workshop will follow the format that is typical of courses professionals take for continuing education credits. Students will be expected to identify learning objectives for the session and provide practical resources for professionals working with this population. Specifically students need to: 1) select a title for the workshop, 2) identify 4-5 learning objectives, 3) develop and present what practitioners need to know about caregiving and your population of interest using PowerPoint, handouts, etc., 4) create a “toolbox” with resources for practitioners, 5) create a reference list, 6) create and administer an evaluation tool based on the learning objectives. **More information can be found on the “CEU workshop assignment details and rubric.”**

The planned course grading scale is as follows, but there may be modifications (curving upwards only) based on overall class performance indices:

A = 90-100
 B = 80-89
 C = 70-79
 D = 60-69
 F = 59 and below

Required Text & Readings

McInnis-Dittrich K. (2014). Social Work with Elders: A Biopsychosocial Approach to Assessment and Intervention (4thEd.), Boston: Pearson Education Inc.

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

C. Use of Blackboard

The use of Blackboard will be a central feature in our class. Some key things to note:

- The “content” section of the Blackboard system will include the syllabus, details on all assignments, PowerPoint® slides, and more.
- Announcements will be made routinely using the Blackboard “announcements” system. It is each student’s responsibility to check for announcements on a routine basis (***at least once*** between Monday and Friday class meetings).
- The instructor will post lecture OUTLINES on Blackboard. ***These OUTLINES do not take the place of lecture and discussion participation. Many additional details and learning experiences will be included in each class period other than are available in these lecture OUTLINES.***
- **An individual’s difficulties with Blackboard will not constitute a valid basis for avoiding late assignment penalties. System-wide difficulties may be taken into consideration, should they arise. It is therefore recommended that you not wait until the last minute to meet submission deadlines.**

D. Attendance and class participation

Students are expected to attend each class. In addition to course readings and other assignments, a large component of this course is class discussions. Failure to attend, participate, and contribute meaningfully to the class will result in deducted participation points.

You will be required to sign in on the attendance sheet that will circulate through class, half way through the class period. You are expected to be in class the entire class time. If it is necessary for you to be late or leave class early, please let me know in advance.

Throughout the semester, the instructor will give a 10-minute writing assignment related to the assigned journal article readings and/or textbook readings. These 10-minute “mini-essay” assignments will be graded as a part of your overall participation grade. Please be advised that these “mini-essay” assignments will be an integral part of your participation grade for this course. If you miss a mini-assignment, you will need permission of the instructor to “make up” the assignment (only in cases of emergency/extenuating circumstances as approved by the instructor).

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 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.

E. Professionalism and Courtesy

Please show your professionalism by turning off cell phones and/or putting them on "silent" mode before class begins; by not checking your email or texting during class; by not reading your iPad; by not sleeping, dozing, or checking your Facebook, twitter, instagram, etc.

4. UTA Policies

A. Drop Policy

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://www.uta.edu/aao/faol/>).

B. Americans with Disabilities Act (ADA)

Americans with Disabilities Act: The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

C. Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

D. Academic Integrity

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 as they see fit in their courses, including (but not limited to) 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.

The instructor reserves the right to give a grade of "F" for the course as a whole to any student found guilty by the Office of Student Conduct of plagiarism of any assignment.

- E. **Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.
- F. **Final Review Week:** 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.
- G. **Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
- H. **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 www.uta.edu/resources.

COURSE OUTLINE AND SCHEDULED ACTIVITIES

Note: Required textbook readings and journal articles are listed for each week related to that week's topic.

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.

–Noelle L. Fields

<p><u>Week 1: August 27, 2014</u></p>	<p><i>Topic: Introduction to Social Work with Aging Populations</i></p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ Syllabus on Blackboard ➤ Assignment Details on Blackboard ➤ McInnis-Dittrich, Chapter 1 ➤ Hooyman, N. et al (2013) Preparing social workers with person-centered services for the changing aging and disability network. <i>Journal of Gerontological Social Work</i>, 56, 573-579. ➤ Chapin, R. & Cox, E. (2001). Changing the paradigm: Strengths-based and empowerment-oriented social work with frail elders. <i>Journal of Gerontological Social Work</i>, 36 (3/4), p. 165-179.
<p><u>Week 2: September 3rd</u></p>	<p><i>Topic: Biological Changes and the Physical Well-Being of Older Adults</i></p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 2 ➤ Langlois, F., Vu, T.T.M., Chassé, K., Dupuis, G., Kergoat, M.J., & Bherer, L., (2012). Benefits of physical exercise training on cognition and quality of life in frail older adults. <i>Journals of Gerontology Series B: Psychological Sciences and Social Sciences</i>, 68(3), 400–404. ➤ Fredriksen-Goldsen, K. I., Emlet, C. A. , Kim, H-J. Muraco, A., Erosheva, E. A. & Goldsen, J. (2012). The Physical and Mental Health of Lesbian, Gay Male and Bisexual (LGB) Older Adults: The Role of Key Health Indicators and Risk and Protective Factors. <i>The Gerontologist</i>, 53, 664-675.
<p><u>Week 3: September 10th</u></p>	<p><i>Topic: Psychosocial Adjustments to Aging</i></p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 3 ➤ von Humboldt, S., Leal, I., Pimenta, F., & Niculescu, G. (2012). Beyond age and adjustment: A cross-national qualitative study of older adults' perceptions. <i>Canadian Social Science</i>, 8(5), 139-147. ➤ Hildon, Z., Montgomery, S., Blane, D., Wiggins, R. D. & Netuveli, G. (2010). Examining resilience of quality of life in

	the face of health-related and psychosocial adversity at older ages: What is “Right” about the way we age? <i>The Gerontologist</i> , 50, 36-47.
<u>Week 4: September 17th</u>	<p><i>Topic: Conducting a Biopsychosocial Assessment, Spirituality and Social Work with Older Adults</i></p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 4 ➤ McInnis-Dittrich, Chapter 10 ➤ Hodge, D. R. (2013). Implicit Spiritual Assessment: An Alternative Approach for Assessing Client Spirituality. <i>Social work</i>, 58(3), 223-230 ➤ Fabbre, V. D., Buffington, A. S., Altfeld, S. J., Shier, G. E., & Golden, R. L. (2011). Social work and transitions of care: Observations from an intervention for older adults. <i>Journal of gerontological social work</i>, 54(6), 615-626.
<u>Week 5: September 24th</u>	<p><i>Topic: Social Work Practice in Identifying and Preventing Abuse, Neglect and Exploitation of Older</i></p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 9 ➤ Wigleworth et al. (2010) Screening for abuse and neglect of people with dementia. <i>Journal of the American Geriatric Society</i>, 58, 493-500. ➤ Bergeron, L. & Gray, B. (2003). Ethical dilemmas of reporting suspected elder abuse. <i>Social Work</i>, 48(1), p. 96-105.
<u>Week 6: October 1st</u>	<p><i>Topic: Differential Assessment and Diagnosis of Cognitive and Emotional Problems of Older Adults</i></p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 5 ➤ Marquett, R. M (2013). Psychosocial predictors of treatment response to cognitive-behavior therapy for late-life depression: an exploratory study. <i>Aging & Mental Health</i>. Advance Online Publication April 30 2013. ➤ Choi, N.G., Wyllie, R.J. & Ransom, S. (2009). Risk factors and intervention programs for depression in nursing home residents: Nursing home staff interview findings. <i>Journal of Gerontological Social Work</i>, 52, 668-685.
<u>Week 7: October 8th</u>	<p><i>Topic: Interventions for Depression, Anxiety and Dementia in Older Adults; Alternative Interventions in the Socioemotional Problems of Older Adults (Interventions)</i></p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 6 ➤ McInnis-Dittrich, Chapter 7

	<ul style="list-style-type: none"> ➤ Lenze, E. & Wetherell, J. L. (2011). Anxiety disorders: New developments in old age. <i>American Journal of Geriatric Psychiatry</i>, 19, 301-304. ➤ McClive-Reed & Gellis, Z. D. (2011). Anxiety and related symptoms in older persons with dementia: Directions for practice. <i>Journal of Gerontological Social Work</i>, 54, 6-28.
<u>Week 8: October 15th</u>	<p>Topic: Substance Abuse and Suicide Prevention in Older Adults</p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 8 ➤ Conwell, Y. (2010). Health status and suicide in the second half of life. <i>International Journal of Geriatric Psychiatry</i>, 25, 371-379. ➤ Schonfeld et al. (2010) Screening and brief intervention for substance misuse among older adults: The Florida BRITE Project. <i>American Journal of Public Health</i>, 100, 108-114
<u>Week 9: October 22nd</u>	<p>Topic: Survivors of the Holocaust and other Traumas: Focusing on Resiliency; brief agency visit presentations by students</p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ Hrostowski, S., & Rehner, T. (2012) Five years later: Resiliency among older adult survivors of hurricane Katrina, <i>Journal of Gerontological Social Work</i>, 55(4), 337-351. ➤ Anderson, K.A., Fields, N.L., & Dobb, L.A. (2013). Caregiving and early life trauma: Exploring the experiences of family caregivers to aging Holocaust survivors. <i>Family Relations</i>, 62(2), 366-377. <p>Assignment due: Agency visit paper and brief presentations</p>
<u>Week 10: October 29th</u>	<p>Topic: Working with Older Adults' Support Systems: Spouses, Partners, Families and Caregivers</p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 12 ➤ Miller, E.A., Allen, S.M. & Mor, V. (2009). Commentary: Navigating the labyrinth of long-term care: Shoring up informal caregiving in a home and community-based world. <i>Journal of Aging & Social Policy</i>, 21, 1-16. ➤ Metlife study: https://www.metlife.com/assets/cao/mmi/publications/studies/2011/mmi-caregiving-costs-working-caregivers.pdf ➤ Tang, M. (2011). Can cultural values help explain the positive aspects of caregiving among Chinese American caregivers? <i>Journal of Gerontological Social Work</i>, 54, 551-569.

<p><u>Week 11: November 5th</u></p>	<p>Topic: End of Life-Care for Older Adults</p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 11 ➤ Schroepfer, T. A. (2007). Critical events in the dying process: The potential for physical and psychosocial suffering. <i>Journal of Palliative Medicine</i>, 10, 136-147 ➤ Fenge, L. (2013): Developing understanding of same sex partner bereavement for older lesbian and gay people: Implications for social work practice, <i>Journal of Gerontological Social Work</i>. Advanced online publication. doi: 10.1080/01634372.2013.825360 ➤ Bullock, K. (2011). The influence of culture on end-of-life decision making. <i>Journal of Social Work in End-of-Life & Palliative Care</i>, 7, 1552-1256.
<p><u>Week 12: November 12th</u></p>	<p>Topic: Aging in Place</p> <p>Readings:</p> <ul style="list-style-type: none"> ➤ McInnis-Dittrich, Chapter 13 ➤ Wiles, J. L., Leibing, A., Guberman, N., Reeve, J., & Allen, R. E. (2011). The meaning of “ageing in place” to older people. <i>The Gerontologist</i>, gnr098. ➤ McDonough, K. E., & Davitt, J. K. (2011). It takes a village: Community practice, social work, and aging-in-place. <i>Journal of Gerontological social work</i>, 54(5), 528-541. <p>Assignment due: Psychosocial assessment</p>
<p><u>Week 13: November 19th</u></p>	<p>Topic: Continuing Education Workshops</p>
<p><u>Week 14: November 26th</u></p>	<p>Topic: ONLINE CLASS ONLY</p> <p>Readings: No new readings</p> <p><i>Please click the following link and watch the entire “Caregivers” film via HBO. It is free and can be streamed and viewed online. The film is approximately 48 minutes in length.</i></p> <p>http://www.hbo.com/alzheimers/caregivers.html</p> <p><i>This is a VIRTUAL CLASS and you also have REQUIRED assignment due no later than Tuesday, December 2nd at midnight. You will need to upload your assignment to Blackboard. (see “Caregivers response” assignment guidelines on Blackboard).</i></p>
<p><u>Week 15: December 3rd</u></p>	<p>Topic: Continuing Education Workshop, course wrap-up</p>