

SWK-S 442 Integrated Practice/Policy Seminar - Aging (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Students will be expected to integrate the theoretical content from previous coursework and the content presented in this course with opportunities for practical application. The course emphasizes the value base of social work practice and its commitment to social and economic justice as students identify and analyze ethical dilemmas found in generalist practice.

This course is designed to provide students with the tools to effectively intervene with their older clients in ways that serve to empower them. Such an approach encourages active participation on the part of clients in dealing with interpersonal as well as societal and policy based aspects of their problems. It is also an approach that mandates practitioners having both knowledge of and a sensitivity to the unique needs of elders whose vulnerabilities are further heightened by their membership in oppressed population groups. Social work with older adults is one of the most challenging areas of practice for a variety of reasons including the fact that: (1) unlike other aspects of Social Work practice, concerns related to aging are likely to affect the practitioner personally as well as professionally, and (2) longevity, in and of itself, often serves to increase the complexity of physical, social and emotional well-being. Because older adults are the fastest growing segment of American society, no social work practitioner will be immune from involvement and service provision, at some level, to this population group. The critical question raised by this observation is how effective will such involvement be?

Course Objectives

- S442-01:** Analyze the nature of older adults' needs and challenges that require specialized services.
- S442-02:** Analyze the policies and resources available to deal with those trends and challenges.
- S442-03:** Articulate the purposes, nature, role, and status of social work (including its relationship to other relevant professions) within this field of practice.
- S442-04:** Clarify the values, attitudes, and ethical principles, including concern for social and economic justice and respect for diversity, significant to social work in this field of practice.
- S442-05:** Synthesize the current knowledge of policies and research-informed practices in this field of practice and suggest ways in which it might be applied in their current and future practice.

- S442-06:** Propose strategies for professional roles and interventions in selected situations in this field of practice within organizational and external realities.
- S442-07:** Analyze accessibility of services particularly for people who identify factors that may increase their vulnerability including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation.
- S442-08:** Synthesize the importance of continuing professional development in this field of practice as well as the general social work profession.

Required Texts and Readings

McInnis-Dittrich, K. (2013). *Social work with older adults: A biopsychosocial approach to assessment and intervention.* (4th Ed.). Boston: Allyn & Bacon.

Niles-Yokum, K. & Wagner, D.L.. (2011). *The aging networks: A guide to programs and services.*(7th Ed.). NY: Springer.

Other required readings are accessible through CANVAS Resources:

Adamek, M. & Slater, G. (2006). Older adults at risk for suicide. In B. Berkman (Ed.). *Handbook of social work in health and aging.* NY: Oxford.

Bergeron, L.R. (2006). Self-determination and elder abuse: Do we know enough? *Journal of Gerontological Social Work, 46*(3/4), 81-102.

Chong, A.M. (2007). Promoting the psychosocial health of the elderly: The role of social workers. *Social Work in Health Care, 44*(1/2), 91-109.

De Vries, B. (2007). LGBT couples in later life: A study in diversity. *Generations, 31* (3), 18-23.

Ferry, J. L. & Abramson, J.S. (2005). Toward understanding the clinical aspects of geriatric case management. *Social Work in Health Care, 42*(1), 35-56.

Greenberg, J., Seltzer, M., & Brewer, E. (2006). Caregivers to older adults. In B. Berkman. (Ed.). *Handbook of social work in health and aging.* NY: Oxford.

Hightower, J., Smith, M.J., & Hightower, H.C. (2006). Hearing the voices of abused older women. *Journal of Gerontological Social Work, 46*(3/4), 205-227.

Kelchner, E.S. (1999). Ageism's impact and effect on society: Not just a concern for the old. *Journal of Gerontological Social Work, 32*(4), 85-100.

Kivnik, H.Q. & Murray, S.V. (2001). Life strengths interview guide: Assessing elder clients strengths. *Journal of Gerontological Social Work, 34*(4), 7-31.

Koenig, T., Lee, J., Fields, N., & Macmillan, K. (2011). The role of the gerontological social worker in Assisted Living. *Journal of Gerontological Social Work, 54,* 494-510.

McClive-Reed, K., & Gellis, Z. (2011). Anxiety and related symptoms in older persons with dementia: Directions for practice. *Journal of Gerontological Social Work, 54,* 6-28.

Nelson, T.D. (2005). Ageism: Prejudice against our feared future selves. *Journal of Social Issues, 61* (2), 207-221.

Nelson-Becker, H. (2005). Religion and coping in older adults: A social work perspective. *Journal of Gerontological Social Work, 45,* 51-67.

- Ortiz, L.P.A. & Langer, N. (2002). Assessment of spirituality and religion in later life: Acknowledging clients' needs and personal resources. *Journal of Gerontological Social Work*, 37(2), 5-21.
- Perkins, K. & Tice, C. (1995). A strengths perspective in practice: Older people and mental health challenges. *Journal of Gerontological Social Work*, 23(3/4), 83-96.
- Richards, S. (2000). Bridging the divide: Elders and the assessment process. *British Journal of Social Work*, 30, 37-49.
- Sanders, S. Bern-Klug, M, Specht, J, Mobily, P., & Bossen, A. (2012). Expanding the role of long-term care social workers: Assessment and intervention related to urinary incontinence. *Journal of Gerontological Social Work*, 55, 262-281.
- Shibusawa, T. (2006). Older adults with substance/alcohol abuse problems. In B. Berkman (Ed.). *Handbook of Social Work in Health and Aging*. NY: Oxford.
- Weber, J.A. & Waldrop, D.P. (2000). Grandparents raising grandchildren: Families in transition. *Journal of Gerontological Social Work*, 33(2), 27-46.
- Zeiss, A. M. & Kasl-Godley, J. (2001). Sexuality in older adults' relationships. *Generations*, 25 (2), 18-25.

Course Content

What are the underlying principles upon which this course is based?

- Team-based learning
- Problem-solving learning
- Active learning
- Critical thinking and reflection in the discipline
- Responsibility for learning

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Introductions and Course Overview

Date:

Overview

A.

Readings

Module 2: Demographics and Stereotypes of Aging

Date:

Overview

A. Graying of the population

- B. Future growth
- C. Longevity
- D. Racial and ethnic diversity
- E. “triple jeopardy”
- F. Professional bias

Readings

- 1. McInnis-Dittrich, chapter 1
- 1. Niles-Yokum, chapter 1
- 2. Kelcher, 1999
- 3. Nelson, 2005

Activities

- 1. Navigating team project research topics

Module 3: Physical Challenges and Well-Being in Late Life

Date:

Readings

- 1. McInnis-Dittrich, chapter 2
- 2. Niles-Yokum, chapter 7

Activities

- 1. Discussion on research questions and background

Module 4: Psychosocial challenges and well-being

Date:

Readings

- 1. McInnis-Dittrich, chapters 3-4
- 2. Chong, 2007
- 3. Kivnik & Murray, 2001

Activities

- 1. Discussion about research method

Module 5: Mental health late in life

Date:

Readings

- 1. McInnis-Dittrich, chapter 5
- 2. Niles-Yokum, chapter 7
- 3. Perkins & Tice, 1995
- 4. Richards, 2000

Activities

- A. Deciding research method

Module 6: Psychosocial and Alternative Interventions

Date:

Readings

1. McInnis-Dittrich, chapters 6-7
2. Ferry & Abramson, 2005
3. McClive-Reed & Gellis, 2011

Activities

1. Preparation for mid-term presentation

Module 7: Substance abuse and suicide late in life

Date:

Readings

1. McInnis-Dittrich, chapter 8
2. Adamek & Slater, 2006
3. Shibusawa, 2006

Assignments

1. Presentation
2. midterm

Module 8: Housing options and transportation for older adults

Date:

Readings

1. Niles-Yokum, chapters 8 and 10
2. Koenig et al, 2011
3. Sanders et al, 2012

Activities

1. Team discussion: Literature review, Data gathering/analysis

Module 9: Elder abuse and neglect

Date:

Readings

1. McInnis-Dittrich, chapter 9
2. Bergeron, 2006
3. Hightower, et al, 2006

Activities

1. Team discussion: Literature review

Module 10: End of life care, spirituality, and sexuality in late life

Date:

Readings

1. McInnis-Dittrich, chapter 10-11
2. Nelson-Becker, 2005
3. Ortiz & Langer, 2002
4. Devries, 2007
5. Zeiss & Kasl-Godley, 2001

Activities

1. Team discussion: Data gathering/analysis

Module 11: Informal support systems: caregivers; older couples

Date:

Readings

1. McInnis-Dittrich, chapter 12
2. Niles-Yokum, chapter 9
3. Greenberg, et al, 2006
4. Weber & Waldrop, 2000

Activities

1. Team discussion: Data gathering/analysis

Module 12: Formal support systems: income programs, health insurance, and support services

Date:

Readings

1. McInnis-Dittrich, chapter 13
2. Niles-Yokum, chapters 5

Activities

1. Team discussion: Data analysis

Module 13: Volunteerism, Civic engagement, and Lifelong learning

Date:

Readings

1. Niles-Yokum, chapters 6 and 13

Activities

1. Preparation for final paper

Module 14: Nexus of policy, program, and practice

Date:

Readings

1. Niles-Yokum, chapters 14-15

Activities

1. Final presentations
2. Final papers

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12-point font, and conforming to APA style (6th ed.).

Assignments

1. Quizzes
DUE:Date
Final Grade Percentage.....
2. Forum Postings
DUE:Date
Final Grade Percentage.....
3. Midterm
 - a. DUE:Date
Final Grade Percentage.....
4. Final exam
 - a. DUE:Date
Final Grade Percentage.....
5. Group Research Project
 - a. DUE:Date
Final Grade Percentage.....

Assignment Details

Individual In-class Quizzes

Each student will take a quiz during the first 5-10 minutes of the class. The quiz contains 5-10 questions regarding concepts, definition, and opinions for that day course covers. The formats of questions include multiple choice, matching, short answer, and so on. Each test is worth 10 points. 80% and over correct answers will be considered 10 points; below 80% will be 5 points. If a student fail to earn full point, he/she can have a chance to redeem the score by submitting summary of the required chapters until next class. Quiz will start from the 4th week. All the in-class quizzes will account for 100 points (10 pts. x 10 times = 100 pts.).

Forum Postings

Throughout the semester students will have an opportunity to respond to the material being covered by writing brief (1-3 paragraphs) reaction statements and posting them in a Discussion through CANVAS. Students will post 5 reflections throughout the semester. Each is worth 10 points. Even score will be given to all team members in terms of group discussion based posting. Students are encouraged to comment on other students' postings as well as share their own perspectives. Responses should demonstrate critical thinking. All forum postings will account for 50 points.

- Forum #1 (G): Where does ageism come from?
- Forum #2 (I): Reflection on Dr. Calrin's story & video "Living Old"
- Forum #3 (G): Response to Life Chances Game
- Forum #4 (I): Reflection on video "Almost Home"& technological innovation
- Forum #5 (G): Innovative Service

Take-Home Group Midterm/Final Exam

The midterm will cover the content within week 2 and 8 and key points from other readings and materials presented in class. The final will cover content within week 10 and 14 and other readings and class materials from the second half of the course. Both exams will be collaborative work, and team members will be distributed the same score. Each exam will be worth 50 points; all will account for 100 points.

Team Research Project

Students will work in small groups of 3 to 4 members. Each group will develop research agenda focused on a critical issue in aging, gather and analyze information/data, and write a brief manuscript throughout the semester. All members of the group must be involved and contribute to the success of the presentation and manuscript. A penalty will be given based on each group's contract. Course facilitator will oversee working process of each team and provide guidelines based on reports from each team. Each group of students will receive the same score for their performance.

PPT presentations in midterm and final will be provided 10-15 minutes in class. A manuscript for final should be about 10-15 pages in length, typed, double-spaced, paginated, with references following APA format. Presentations (Midterm: 25 points; Final: 25 points) will be worth 50 points, and the final paper will be worth 100 points.

1. Identify a topic of particular interest to group members that your team would like to explore in more depth. Pick an issue that your team believes is deserving of attention and resources from the social work profession. *Examples of topics:* ageism, gay elders, grandparents parenting grandchildren, support groups for Alzheimer's caregivers, African American elders, assisted living, adult day care, older volunteers, the Eden Alternative, etc.
2. Decide research method and gather information on the topic using a *variety* of resources including the Internet, library resources, journal articles, survey, focus groups, and interviews with experts.
3. Analysis gathered data/information.
4. Prepare for the mid-term presentation that gives descriptive information in a user-friendly format such as bullet points, tables, or figures. Present factual data about the extent of the problem and research purpose, research questions, and method.

5. Final presentation and final paper should include the following content:
 - a. **Introduction.** Define the issue clearly. How, why and to whom is this issue problematic? A problem can be defined as the gap between what could be and what is or as a difference of opinion between or among major stakeholders. The problem statement should specify what the conflict you are addressing is about. What is the extent of the problem? Provide quantitative estimates, if possible.
 - b. **Method.** In which method did you gather data? Why do you choose the method? How long did it take?
 - c. **Results.** Provide quantitative/qualitative estimates you found.
 - d. **SW Practice/Policy Implication.** What are the limitations of previous social work approach? What makes this a public policy issue, e.g. one on which government action (legislative, judicial or executive) or government monies should or should not be spent to help resolve the problem? What will you suggest?

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

| | | |
|----|-----|--|
| A | 93% | Excellent, Exceptional Quality |
| A- | 90% | Superior Quality |
| B+ | 87% | Very Good, Slightly Higher Quality |
| B | 83% | Good, High Quality (expected of most BSW students) |
| B- | 80% | Satisfactory Quality |
| C+ | 77% | Marginal, Modestly Acceptable Quality |
| C | 73% | Marginal, Minimally Acceptable Quality |
| C- | 70% | Unsatisfactory Quality |

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It is up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.