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**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**Social Work with Older Adults**

**SOWK 632**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**Course Description**

The focus of this course is on specialized practice with an aging clientele. It is an advanced-level course, and the curriculum includes a review of the basic concepts of gerontology/geriatric practice, mental health issues, and interventions. The content of the course is intended to challenge students to move beyond basic levels of knowledge. It is intended to help students adapt social work theory (person-in-environment), practice principles, standards, and values to practice with older adults.

This course includes a critical analysis of the theoretical underpinnings of gerontological thought and assists students to view aging through multiple perspectives, including psychodynamic, cognitive-behavioral, developmental process, social construction, and disease models. Examination of the physiological, psychological, and sociological phenomena serves to highlight the numerous factors which influence societal and individual perceptions of aging. These areas of study consider the influences of ethnicity, culture, economics, demographics, physical challenges, gender, and sexual orientation.

Social work practice and treatment issues are identified to help students to develop assessment skills and interventions for working with older clients and their families with diverse needs.  Special attention is given to approaches for those clients with specific disabilities. Concrete service delivery and policy implementation are addressed in addition to individual, small group, and family treatment techniques.  Students learn the process of using selection criteria and expectations for particular outcomes as they learn to choose among intervention options. A strong interdisciplinary orientation is emphasized with special foci on law and medicine. They are encouraged to set realistic goals and address the problems of aging adults in a comprehensive and thoughtful manner.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Module 3 | Knowledge, Values, and Skills |
| --- | --- | --- |

**Competency 2: Engage in Diversity and Difference in Practice**

| **Assignment** | Problem with Aging Assignment  | Knowledge and Values |
| --- | --- | --- |
| **Assignment** | Culture Assignment | Knowledge and Values |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Problem with aging assignment  | Knowledge and Values |
| --- | --- | --- |
| **Assignment** | Culture Assignment | Knowledge and Values |

**Competency 4: Engage in Practice-Informed Research and Research-informed practice:**

| **Assignment** | Interview assignment | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Culture assignment | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 5: Engage in Policy Practice**

| **Assignment** | Problem with Aging Assignment  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 6: Engage with Individuals, Families, and Communities**

| **Assignment** | Assessment Assignment  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 7: Assess Individuals, Families, and Communities**

| **Assignment** | Assessment Assignment  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Competency 8: Intervene with Individuals, Families, and Communities**

| **Assignment** | Assessment Assignment  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States 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 receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, and also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, and avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

**Grading Scale**

|  |  |
| --- | --- |
| **Grade**  | **Percentage (%)**  |
| **A**  | 96 – 100  |
| **A-**  | 92 – 95  |
| **B +**  | 88 – 91  |
| **B**  | 84 – 87  |
| **B-**  | 80 – 83  |
| **C+**  | 76 – 79  |
| **C**  | 72 – 75  |
| **C-**  | 68 – 71  |
| **D+**  | 64 – 67  |
| **D**  | 60 – 63  |
| **F**  | Below 60  |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

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The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS:**

**The Problem with Aging** (\_ pages, 35 points)

Within the aging process, there are many problems that arise. These problems can be as small as transportation or as big as housing to health care needs. In groups of two, students are to identify a problem they would like to research. (This may be in the form of housing, long-term care, community programs for cognitive wellness, chronic illness, abuse, etc.) This research can also include federal and or state policy pertaining to the elderly

Students are to identify an agency/policy that addresses this concern and present the following:

1. What is your identified area of concern for older persons? (e.g., homelessness, substance use, nutritional deficiency, loss, depression, dementia, etc.)
2. How does that agency/policy address the concern?
3. How does the agency/policy impact the treatment of older adults who are affected by the identified concern?
4. What are the interventions available within the agency/community to address the issue?
5. How does the intervention address the physical and mental well-being of the recipients?
6. What social determinants do the agency/policy lack to make the intervention(s) meaningful to the older persons? (Availability, accessibility, usability)
7. Lead a discussion for change and discuss environmental sustainability for the future

Students are to present for 10-20 minutes to discuss the severity of the problem, implications for the elderly, solutions, and more importantly, changes needed in the policy/program. Students are to lead the discussion with colleagues in the end.

**Strengths Perspective Interview Paper** (\_ pages, 40 points)

Building on the strength’s perspective, you are to have a two/three-part interview with an older individual (relatives are preferred) sixty-five years old or older.

**Part 1: Brief Life History**

Provide a brief life history that includes the following: family relationships and problems that occurred throughout the lifetime, developmental millstones and any delays that might have occurred, intimate relationships, grief and loss, and other important information related to strength and resilience. (You are not required to include social work theory here as it will be included later, but you are welcome to include)

##### **Part 2: Narrative**

1. Based on the information you gathered in your first interview, choose two life events to focus your second interview on. One of these must be a relationship. (mother/child spouse etc.) and the second is a significant event that took place during the interviewee’s life.

b. Describe the key relationship. Explore memories of things they enjoyed along the way or things they did not enjoy with each other, challenges faced, and difficulties if they choose to share these with you. Explore and discuss with them how the relationship changed over time, what did that feel like, how did they handle adversity with that person, what emotional responses occurred during this adversity, how do they feel about the person now, and what emotions are coming up talking about this particular person, how did their relationship change them in a good or bad way, how does it impact them now?

1. Dive as far as your interviewee will allow you to go to discuss the significant event with you. Utilize your advanced critical skills to assess how to discuss the significant event and how your interviewee might need to process their pain. Discuss with them how the event took place and what they were doing, thinking, and feeling during the said event. Discuss their feelings of strength, what they drew upon to make it through, and present some theory development (You do not have to go into much detail here, just a mention of what theory you think fits best)

**Traditions and Cultural Rituals for the Aging** (\_ pages, 15 points)

Students will decide on a diverse population that could experience oppression related to aging. They are to dive deep into the rich culture of this population as it related to aging, research the traditions related to healthcare, and caregiving, how these traditions could propose a problem for professionals in the healthcare industry is respected or not respected, and whether any other important information about the culture and the diversity of the population. Also, discuss the challenges social workers might face bridging their own beliefs and the ones the population differs. Your information will be posted on a forum and students will provide feedback as well as the discussion will be present in lectures and discussions during the class.

Considerations:

* 1. Oppression and how it may impact the aging individuals
	2. Social Justice and human rights opportunities as well as advocacy solutions
	3. Impact globally in the micro/mezzo/macro field of social work and the aging
	4. Healthcare restraints that are present due to biases and or other factors
	5. A critical lens of problems that may arise in this population and how advocacy is needed.

**Participation and Class Attendance** (10 points)

| **Assignment** | **Points** | **Due Date** |
| --- | --- | --- |
| Problem with Aging | 35 |  |
| Strengths Perspective Paper | 40 |  |
| Culture/Traditions | 15 |  |
| Participation | 10 |  |
| Total | 100 |  |

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

* McInnis-Dittrich, K. (2020). Social work with Older Adults (Edition 5). Boston: Pearson.
* Zarit, S. & Zarit, J. (2011).  *Mental Disorders in Older Adults: Fundamentals of Assessment and Treatment (second edition).* New York: Guilford.
* Cases and additional articles will be offered throughout the semester

**RECOMMENDED TEXT(S)**

* Hyer, L. (2013).  Psychological treatment of older adults: A holistic model. New York: Springer
* Knight, B. G. (2004). Psychotherapy with older adults (3rd ed.). Thousand Oaks: Sage.
* Sorocco, K. & Lauderdale, S. (2011). Cognitive Behavior Therapy with Older Adults. New York: Springer.

**COURSE SCHEDULE**

#### Module 1

#### Class expectations, Introductions and Syllabus Review

This module explains class expectations and reviews the syllabus. Aging demographics and myths about aging are discussed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and discuss myths about aging
2. Name four or more biases that you have heard about aging
3. Discuss inequality and stratification in old age

**Required Resources**

* Calvo-Sotomayor, Atutxa, E., & Aguado, R. (2020). Who Is Afraid of Population Aging? Myths, Challenges, and an Open Question from the Civil Economy Perspective. *International Journal of Environmental Research and Public Health*, *17*(15), 5277–. <https://doi.org/10.3390/ijerph17155277>
* Abramson, & Portacolone, E. (2017). What is new with old? What old age teaches us about inequality and stratification? Sociology Campass, 11(3), e12450-n/a. Https://doi.org/10.1111/soc4.12450
* S. D. Erdley, D. D. Anklam, and C. C. Reardon, “Breaking Barriers and Building Bridges: Understanding the Pervasive Needs of Older LGBT Adults and the Value of Social Work in Health Care,” *Journal of gerontological social work*, vol. 57, no. 2–4, pp. 362–385, 2014, doi: 10.1080/01634372.2013.871381.

**Module 2**

**Biological and Psychosocial Adjustments to Aging**

This module explores the biological and psychosocial adjustments that occur during the aging process. Also, the professional identity of social workers in the aging field is discussed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and discuss the biological and physiological changes that arise with aging
2. Explain how mental health plays a part in the aging process
3. Identify ways in which social work practice can assist the aging person

**Required Resources**

* McInnis Chapter 2 and 3
* Mecocci, Boccardi, V., Cecchetti, R., Bastiani, P., Scamosci, M., Ruggiero, C., & Baroni, M. (2018). A Long Journey into Aging, Brain Aging, and Alzheimer’s Disease Following the Oxidative Stress Tracks. *Journal of Alzheimer’s Disease*, *62*(3), 1319–1335. https://doi.org/10.3233/JAD-170732
* Särkämö. (2018). Music for the aging brain: Cognitive, emotional, social, and neural benefits of musical leisure activities in stroke and dementia. *Dementia (London, England)*, *17*(6), 670–685. https://doi.org/10.1177/1471301217729237
* LaMantia, Perkins, A. J., Gao, S., Austrom, M. G., Alder, C. A., French, D. D., Litzelman, D. K., Cottingham, A. H., & Boustani, M. A. (2016). Response to depression treatment in the Aging Brain Care Medical Home model. *Clinical Interventions in Aging*, *11*, 1551–1558. https://doi.org/10.2147/CIA.S109114

**Module 3**

**Successful Aging**

The module allows students to explore what successful aging is for individuals who are aging, and the ethical dilemmas associated with working with the elderly.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify ways in which one age successfully and not successfully
2. Relate the six principles of the NASW code of ethics dilemmas with the practice of social work with the elderly population

**Required Resource:**

* Calasanti. (2016). Combating Ageism: How Successful Is Successful Aging? *The Gerontologist*, *56*(6), 1093–1101. <https://doi.org/10.1093/geront/gnv076>
* Feng, & Straughan, P. T. (2017). What Does Successful Aging Mean? Lay Perception of Successful Aging Among Elderly Singaporeans. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences*, *72*(2), 204–213. <https://doi.org/10.1093/geronb/gbw151>
* Laceullee. (2018) Aging and the Ethics of Authenticity. The Gerontologist, 58(50 970-978, HTTPS://DOI.ORG/10.1093/GNX037
* NASW Code of Ethics

**Module 4**

**Diversity and Race, the Economics of Aging, and It’s Impact**

This module investigates how diversity and race play a role in aging. It also looks at the economics of aging and how it impacts special populations

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and discuss diversity, social justice, and human rights challenges for the aging
2. Describe how might economics play a part in decision-making for the aging population?
3. Explain how traditions and rituals in special populations help or hinder aging

**Required Resources**

* Kilaberia. (2021). Negotiating Social Diversity in Residential Care for Older Persons. *Journal of Contemporary Ethnography*, *50*(4), 466–496. https://doi.org/10.1177/0891241621991638
* Kok, Aartsen, M., Deeg, D. J., & Huisman, M. (2017). Capturing the diversity of successful aging: an operational definition based on 16-year trajectories of functioning. *The Gerontologist*, *57*(2), 240–251. https://doi.org/10.1093/geront/gnv127
* Carr, Biggs, S., & Kimberley, H. (2015). Ageing, diversity, and the meaning of later life: cultural, social, and historical models to age by. *Contemporary Readings in Law and Social Justice*, *7*(1), 7–.
* Kolb. (2004). Theories of Aging and Social Work Practice with Sensitivity to Diversity: Are There Useful Theories? *Journal of Human Behavior in the Social Environment*, *9*(4), 2–24. https://doi.org/10.1300/J137v09n04\_01

**Module 5**

**Assessment**

The module begins the exploration of the assessment skills and explains the strengths of prospective

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the biopsychosocial assessment, what it entails and the elderly population’s needs.
2. Identify strengths and needs assessment from older persons
3. Identify and apply screening tools used during assessment

**Required Resources**

* McInnis Chapter 4
* Simons, An, S., & Bonifas, R. (2016). Professional and practice characteristics associated with self-efficacy in assessment and intervention among social workers in aging. *Social Work in Health Care*, *55*(5), 362–380. <https://doi.org/10.1080/00981389.2016.1147514>
* Ghazanfareeon Karlsson, S. (2020). Looking for elderly people’s needs: teaching critical reflection in Swedish social work education. *Social Work Education, 39*(2), 227-240. <https://doi.org/10.1080/02615479.2019.1617846>

**Module 6**

**Assessment (continued)**

This module continues the assessment discussion and dives into the functional and decisional challenges that might arise.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Distinguish the differences between functional and decisional capacity
2. Discuss struggles with assessment and the implications of untruths
3. List and analyze ways to identify services needed

**Required Resources**

* McGoldrick, M., Gerson, R., Shellenberger, S. (1999). *Genograms: Assessment and intervention*. New York: Norton. Chapter 6: Using genograms to track families through the life cycle.
* Nelson-Becker, H., Nakashima, M. & Canda, E. (2007). Spiritual assessment in aging: A framework for clinicians. *Journal of Gerontological Social Work,*48 (3-4**), 331-î**
* Peek, S.T.M, E.J.M Wouters, K.G Luijkx, and H.J.M Vrijhoef. “What It Takes to Successfully Implement Technology for Aging in Place: Focus Groups with Stakeholders.” *Journal of medical Internet research* 18, no. 5 (2016): e98–e98.
* McGregor, Mercer, S. W., & Harris, F. M. (2018). Health benefits of primary care social work for adults with complex health and social needs: a systematic review. *Health & Social Care in the Community*, *26*(1), 1–13. https://doi.org/10.1111/hsc.12337

**Module 7**

**Depression and the Elderly**

This module explores depression and the elderly. A look at the DSM V criteria and social isolation’s impact on mood is discussed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Distinguish between what is major depression and what is minor depression (related to the aging process)
2. Compare assessment skills through discussion of screening tools for depression in the elderly
3. Discuss pharmacotherapy and psychotherapeutic approaches to treat depression

**Required Resources**

* McInnis Chapter 5
* Sorocco, K. & Lauderdale, S. (2011). Cognitive Behavior Therapy with Older Adults. New York: Springer.
* Domènech-Abella, Lara, E., Rubio-Valera, M., Olaya, B., Moneta, M. V., Rico-Uribe, L. A., Ayuso-Mateos, J. L., Mundó, J., & Haro, J. M. (2017). Loneliness and depression in the elderly: the role of social network. *Social Psychiatry and Psychiatric Epidemiology*, *52*(4), 381–390. https://doi.org/10.1007/s00127-017-1339-3
* J. T. Cacioppo, L. C. Hawkley, and R. A. Thisted, “Perceived Social Isolation Makes Me Sad: 5-Year Cross-Lagged Analyses of Loneliness and Depressive Symptomatology in the Chicago Health, Aging, and Social Relations Study,” *Psychology and aging*, vol. 25, no. 2, pp. 453–463, 2010, doi: 10.1037/a0017216.

**Module 8**

**Cognitive Impairments and the Elderly**

This module explores the cognitive difficulties that could be present for someone who is aging.

**Learning Objectives**

 After successfully completing this module, students will be able to:

1. Identify and describe the differences between dementia and Alzheimer’s disease
2. Identify cognitive difficulties and how they impact the quality of life
3. Explain interventions that are helpful to the cognitively-impaired person

**Required Resources**

* Tanaka, Yamagami, T., & Yamaguchi, H. (2021). Effects of a group‐based physical and cognitive intervention on social activity and quality of life for elderly people with dementia in a geriatric health service facility: a quasi-randomized controlled trial. *Psychogeriatrics*, *21*(1), 71–79. <https://doi.org/10.1111/psyg.12627>
* Góngora Alonso, Hamrioui, S., de la Torre Díez, I., Motta Cruz, E., López-Coronado, M., & Franco, M. (2019). Social Robots for People with Aging and Dementia: A Systematic Review of Literature. *Telemedicine Journal and e-Health*, *25*(7), 533–540. https://doi.org/10.1089/tmj.2018.0051
* Grenier, Lloyd, L., & Phillipson, C. (2017). Precarity in late life: rethinking dementia as a “frailed” old age. *Sociology of Health & Illness*, *39*(2), 318–330. https://doi.org/10.1111/1467-9566.12476

**Module 9**

**Laws, Policy, and advocacy**

This module allows students to learn the policies of what to do as a mandated reporter. It also allows students to identify the evidence of the different types of elderly abuse.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Pinpoint characteristics of a vulnerable adult
2. Discover issues related to elder abuse and what you can do about it (mandated reporter)
3. Describe social work practice with vulnerable adults (guardianship, POA, Older American Act, and legal rights of the elderly)

**Required Resources**

* McInnis chapter 9
* Jia, Tian, W., Liu, W., Cao, Y., Yan, J., & Shun, Z. (2010). Is the elderly more vulnerable to the psychological impact of a natural disaster? A population-based survey of adult survivors of the 2008 Sichuan earthquake. *BMC Public Health*, *10*(1), 172–172. <https://doi.org/10.1186/1471-2458-10-172>
* Gavisk, M. & Greene, E. (2007).  Guardianship determinations by judges, attorneys, and guardians.  *Behavioral Sciences and the Law*. 25:339-353.
* Kilbane, T., & Spira, M. (2010). Domestic violence or elder abuse? Why it matters for older women. *Families In Society*, *91*(2), 165-170.

**Module 10**

**Anxiety and the Elderly**

This module explores the diagnosis of anxiety in the elderly. The problems and concerns that this diagnosis presents will be discussed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify the differences between the different anxiety disorders (generalized, PTSD, Panic)
2. Assess for self-neglect and what it means for clients

**Required Resources**

1. Mcinnis Chapter 6
2. Zarit chapters 10 & 11
3. Hirani, Beynon, M., Cartwright, M., Rixon, L., Doll, H., Henderson, C., Bardsley, M., Steventon, A., Knapp, M., Rogers, A., Bower, P., Sanders, C., Fitzpatrick, R., Hendy, J., & Newman, S. P. (2014). The effect of telecare on the quality of life and psychological well-being of elderly recipients of social care over a 12-month period: the Whole Systems Demonstrator cluster randomized trial. *Age and Ageing*, *43*(3), 334–341. https://doi.org/10.1093/ageing/aft185
4. Vink, Aartsen, M. J., & Schoevers, R. A. (2007). Risk factors for anxiety and depression in the elderly: A review. *Journal of Affective Disorders*, *106*(1), 29–44. https://doi.org/10.1016/j.jad.2007.06.005
5. Bousfield, & Hutchison, P. (2010). Contact, Anxiety, and Young People’s Attitudes and Behavioral Intentions Towards the Elderly. *Educational Gerontology*, *36*(6), 451–466. https://doi.org/10.1080/03601270903324362

**Module 11**

**Grief and loss, bereavement, end of life**

Grief and loss and the bereavement it presents are explored. Death and dying are also discussed with options to assist with the end of life.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Categorize grief and loss and the characteristics/impact on the well-being of the elderly
2. Gain knowledge of the physical and psychological impact of the dying process
3. Discuss the pros and cons of hospice care

**Required Resources**

* McInnis chapter 11
* Nicholson, Meyer, J., Flatley, M., Holman, C., & Lowton, K. (2012). Living on the margin: Understanding the experience of living and dying with frailty in old age. *Social Science & Medicine (1982)*, *75*(8), 1426–1432. https://doi.org/10.1016/j.socscimed.2012.06.011
* Engelhart, Stall, N. M., & Quinn, K. L. (2022). Considerations for assessing frail older adults requesting medical assistance in dying. *Canadian Medical Association Journal (CMAJ)*, *194*(2), E51–E53. https://doi.org/10.1503/cmaj.210729
* Kwak, Ko, E., & Kramer, B. J. (2014). Facilitating advance care planning with ethnically diverse groups of frail, low-income elders in the USA: perspectives of care managers on challenges and recommendations. *Health & Social Care in the Community*, *22*(2), 169–177. https://doi.org/10.1111/hsc.12073

**Module 12**

**Substance Use and the Elderly**

This module allows students to learn about the assessment of substance use and the elderly. Upon assessment, motivational interviewing is learned as well as what to do with resistant clients who are elderly and suffer from SUD.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the rise of substance use and the elderly population (financial and emotional implications
2. Identify, describe, and apply techniques to assess for substance use in clients
3. Propose ways to facilitate change in your client

**Required Resources**

1. McInnis Chapter 8
2. Kuerbis, A, Sacco, P, Blazer, D, & Moore, A. (2014). Substance abuse among older adults. *Clinical Geriatric Medicine*30, 629-654.

**Module 13**

**Intimate Relationships**

This module explores intimate relationships and the elderly.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify ways in which intimate relationships benefit the elderly
2. Discuss the positive and negative aspects of relationships later in life

**Required Resources**

* McGovern, J. (2011): Couple Meaning-Making and Dementia: Challenges to the Deficit Model, *Journal of Gerontological Social Work*, 54:7, 678-690
* Zeiss, A.M. & Kasl-Godley, J. (2001). Sexuality in older adults’ relationships. *Generations*, 23(1), 18-25.
* Roberto, McPherson, M. C., & Brossoie, N. (2013). Intimate Partner Violence in Late Life: A Review of the Empirical Literature. *Violence Against Women*, *19*(12), 1538–1558. https://doi.org/10.1177/1077801213517564
* SIMPSON, HORNE, M., BROWN, L. J. E., WILSON, C. B., DICKINSON, T., & TORKINGTON, K. (2017). Old(er) care home residents and sexual/intimate citizenship. *Aging and Society*, *37*(2), 243–265. https://doi.org/10.1017/S0144686X15001105

**Module 14**

**LGBTQIA+ Challenges in the Aging Process**

This module looks into the challenges of the LGBTGIA+ and the aging process

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and describe ways in which LGBTQ+ struggle with aging
2. Identify ways in which social work practice needs to adjust or has adjusted in the treatment of LGBTQ clients

**Required Resources**

* Mabey, J. (2011).  Counseling older adults in the LGBT communities. *The Professional Counselor: Research and Practice*. 1 (1), 57-62.
* Angela K. Perone, Keisha Watkins-Dukhie, & Judith Lewis. (2020). LGBTQ+ Aging during COVID-19. *QED (East Lansing, Mich.)*, *7*(3), 117–124. https://doi.org/10.14321/qed.7.3.0117

**Module 15**

**Resources for the elderly**

This module allows students to learn about resources available for the aging population and advocate for change.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Pinpoint resources both nationally, federally, and locally that allow for positive aging
2. Discuss and propose future changes needed to support positive aging

**Required Resources**

* McInnis Chapter 13

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

* The Professional Counselor
* Journal of Gerontology
* Generations
* Journal of Geriatric Psychology
* The Hospice Journal
* Journal of Women and Aging
* Clinical Geriatric Medicine
* Families in Society
* Journal of Long-term Care

**Websites**

#### <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>

#### <https://www.americanagingassociation.org>

#### <https://www.asaging.org>

**Other**