



**Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 4307: Social Work and Aging**

Course Dates, Time, and Location

Spring Semester, 2012: January 17, 2012 to May 11, 2012
Monday, Wednesday, Friday: 10:00 am - 11:50 am
Academic Building, Room 213

Instructor Contact Information

Thomas W. Starkey, Ph.D., LCSW
Assistant Professor
Academic Building, Office 104F
Office Phone: 325-942-2068, ext. 241
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Office Hours: MTWRF 8:00 am - 10:00 am

Course Description

Provides a biopsychosocial perspective on the functioning of older adults. Topics cover the various aspects of geriatric social work including biopsychosocial changes associated with aging, assessment and intervention with the elderly substance abuse and the elderly, group work with the elderly, issues surrounding spirituality, abuse and neglect, family and social support, and issues relating to death and dying. Prerequisite: SWK 2307 and SWK 2317

Course Introduction

Social work with older adults is a growing specialty. According to some conservative reports, the general population in the United States will be comprised of approximately 40% elderly people by the year 2020. Many needs of the elderly population have been underserved at best. Elderly people have general and specific needs like most Americans. More specifically, housing, financial, medical, mental health and safety needs have been a major problem in provision for lack of adequate resources and qualified social workers. An area that tends to have great impact on elderly peoples overall functioning deals with sex, adequate access to prescription drugs, and social outlets. This course will attempt to address proposals for and existing programs designed to improve the livelihood of our elderly population.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

EP 2.1.1 -- Identify as a professional social worker and conduct oneself accordingly.

Students will develop their knowledge of professional social work and what it means to be a professional social worker in relationship to social work roles, functions, ethical standards, professional demeanor, the importance of life-long learning, the use of supervision and consultation, self-correction, and professional development. Students will increase their knowledge of the professional values of the social work profession and gain skill using social work values and ethics. Students will build upon their existing skills to identify as professional social workers and conduct themselves accordingly in their behavior, appearance, and communication (written and oral).

EP 2.1.2 -- Apply social work ethical principles to guide professional practice.

Students will increase their existing knowledge of the *NASW Code of Ethics* (and other appropriate social work codes of ethics) and their importance in social work practice with the elderly. Students will recognize and manage personal values in a way that allows professional values to guide practice with elderly populations. Students will begin to learn the skills of applying their professional values to generalist social work practice with elderly populations.

EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.

Students will apply their knowledge of critical thinking and how it can be employed in generalist social work practice with the elderly. Students will apply critical thinking as it relates to scientific inquiry, reasoned discernment, and competent social work practice, reinforcing the value of critical thinking skills to generalist social work practice with the elderly. Students will practice their critical thinking skills in class assignments and discussion.

EP 2.1.4 -- Engage diversity and difference in practice.

Students will build upon and utilize their existing knowledge of how culture, social organization, and personal values may oppress, marginalize, alienate, or unjustly create power or privilege for certain groups. Students will recognize their own personal values and biases when working with diverse groups in efforts to respect the dignity and worth of every person and promote social justice in practice. Students will learn skills recognizing and communicating differences between people. Also, students will learn skills relating to recognizing clients as informants about various areas of diversity.

EP 2.1.5 -- Advance human rights and social and economic justice.

Students will build knowledge of the forms and mechanisms of oppression and discrimination. Students will apply social work values to advocacy in efforts to promote social and economic justice. Students will learn generalist social work practice skills to advance social and economic justice.

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EP 2.1.6 -- Engage in research-informed practice and practice-informed research.

Students will increase their knowledge of the social work literature (i.e., research) that can be used to inform generalist social work practice with the elderly. Students will learn skills that relate to applying practice experience to scientific inquiry. Students will incorporate social work values and ethics in their discussion of research informed practice and practice informed research.

EP 2.1.7 -- Apply knowledge of human behavior and the social environment.

Students will gain the knowledge necessary to incorporate human behavior in the social environment across the lifespan to generalist social work practice with the elderly. Students will learn skills utilizing biological, psychological, and social theories of generalist social work practice with the elderly. Students will learn the importance of employing social work ethics and the profession's core values to guide their application of human behavior in the social environment to generalist social work practice with the elderly.

EP 2.1.10 -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Students will gain the knowledge necessary to engage, assess, intervene, and evaluate with individuals, families, groups, and communities. Students will apply (i.e., will be guided by) professional values to generalist practice activities (i.e., engagement, assessment, intervention with, and evaluation of individuals, families, groups, and communities) in relation to the elderly. Students will learn skills necessary to engage, assess, intervene, and evaluate individuals, families, groups, and communities in relation to elderly populations.

Course Materials

Required Texts:

Novak, M. (2009). *Issues in aging* (2nd ed.). Boston, MA: Pearson Higher Education.

ISBN: 978-0-205-57869-6

McInnis-Dittrich, K. (2009). *Social work with older adults* (3rd ed.). Boston, MA: Allyn & Bacon, Incorporated.

ISBN: 978-0-2055-9360-6

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ISBN: 978-1-4338-0561-5

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

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Grading Information

Grading Scale:

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 or Below = F

Point Values and Description for Assignments and Examinations:

Professional Performance 10%

This is relevant to attendance and engaging in class activities, including frequency and quality.

- PB1 Advocate for client access to the services of social work.
- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Movie Review 15%

Students will view a movie from a list provided by instructor focusing on an aging theme, and write a critical analysis of the movie. The content of the review should include myths associated with aging, positive portrayals of the aging, and personal analysis on the positive or negative view expressed in the movie. Papers should conform to the standards of the most recent edition of the American Psychological Association publication manual, and be 4-6 pages in length (including cover sheet and reference pages).

- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB17 View themselves as learners and engage those with whom they work as informants.
- PB18 Understand the forms and mechanisms of oppression and discrimination.

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- PB19 Advocate for human rights and social and economic justice.
- PB20 Engage in practices that advance social and economic justice.

Interview/Assessment

20%

Students will conduct an interview/assessment of an elderly person in the community; it can be a family member, friend, or other acquaintance. A format for the assessment will be provided by the instructor. Students will present their assessment as an oral presentation to the class.

- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB21 Use practice experience to inform scientific inquiry.
- PB22 Use research evidence to inform practice.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB30 Use empathy and other interpersonal skills.
- PB32 Collect, organize, and interpret client data.
- PB33 Assess client strengths and limitations.

Weekly Quizzes

15%

There will be a total of 12 weekly quizzes throughout the semester. These quizzes are designed to facilitate reading of the assigned material each and week, and facilitate preparation for class discussion. I will drop the two (2) lowest quiz grades and record the 10 highest, for a total of 15% of your total course grade.

- PB5 Engage in career-long learning.
- PB6 Use supervision and consultation.
- PB8 Make ethical decisions by applying standards of the National Association of Social Workers 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.
- PB9 Tolerate ambiguity in resolving ethical conflicts.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB20 Engage in practices that advance social and economic justice.
- PB22 Use research evidence to inform practice.

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- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB30 Use empathy and other interpersonal skills.
- PB31 Develop a mutually agreed-on focus of work and desired outcomes.
- PB32 Collect, organize, and interpret client data.
- PB33 Assess client strengths and limitations.
- PB34 Develop mutually agreed-on intervention goals and objectives.
- PB35 Select appropriate intervention strategies.
- PB36 Initiate actions to achieve organizational goals.
- PB37 Implement prevention interventions that enhance client capacities.
- PB38 Help clients resolve problems.
- PB39 Negotiate, mediate, and advocate for clients.
- PB40 Facilitate transitions and endings.
- PB41 Critically analyze, monitor, and evaluate interventions.

Examinations

40%

There will be four (4) online, open book, multiple attempt (no more than three attempts), timed, examinations in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus LockDown browser.

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- PB40 Facilitate transitions and endings.
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Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.
- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf
- All students are expected to follow the National Association of Social Workers [*Code of Ethics*](#).
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf
- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html

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Course Schedule

| Week/Dates | Lecture Topics/Readings/Assignments |
|---------------------|---|
| Week 1 1/17-1/20 | <p>Course Introduction</p> <p>Reading: Chapter 1 (McInnis-Dittrich)</p> <p>Lecture Topic: The Context of Social Work Practice with Older Adults</p> |
| Week 2 1/23-1/27 | <p>Reading: Chapter 2 (Novak)</p> <p>Lecture Topic: Theories and Methods</p> <p>Quiz 1: Chapter 2 (McInnis-Dittrich)</p> |
| Week 3 1/30-2/3 | <p>Reading: Chapter 2 (McInnis-Dittrich)</p> <p>Lecture Topic: Biological Changes and the Physical Well-Being</p> <p>Quiz 2: Chapter 3 (McInnis-Dittrich)</p> |
| Week 4 2/6-2/10 | <p>Reading: Chapter 3 (McInnis-Dittrich)</p> <p>Lecture: Psychosocial Adjustments to Aging</p> <p>Quiz 3: Chapter 4 (McInnis-Dittrich)</p> <p>Exam 1: Chapters 1-3 (McInnis-Dittrich) & Chapter 2 (Novak)</p> |
| Week 5 2/13-2/17 | <p>Reading: Chapter 4 (McInnis-Dittrich)</p> <p>Lecture Topic: Conducting a Biopsychosocial Assessment</p> <p>Quiz 4: Chapter 8 (Novak)</p> |
| Week 6 2/20-2/24 | <p>Reading: Chapter 8 (Novak)</p> <p>Lecture Topic: The Health Care System</p> <p>Quiz 5: Chapter 5 (McInnis-Dittrich)</p> <p>Assignment: Movie Review Due (Friday: 2/24/2011)</p> |
| Week 7 2/27-3/2 | <p>Reading: Chapter 5 (McInnis-Dittrich)</p> <p>Lecture: Differential Assessment and Diagnosis of Cognitive and Emotional Problems of Older Adults</p> <p>Quiz 6: Chapter 6 (McInnis-Dittrich)</p> |

Course Schedule Continued on the Next Page

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| Week 8 3/5-3/9 | <p>Reading: Chapter 6 (McInnis-Dittrich)</p> <p>Lecture Topic: Individual and Group Interventions in the Socioemotional and Cognitive Problems of the Older Adult</p> <p>Quiz 7: Chapter 8 (McInnis-Dittrich)</p> <p>Exam 2: Chapters 4-6 (McInnis-Dittrich) & Chapter 8 (Novak)</p> |
| Week 9 3/19-3/23 3/12-3/16 is Spring Break | <p>Reading: Chapter 8 (McInnis-Dittrich)</p> <p>Lecture Topic: Substance Abuse and Suicide Prevention in Older Adults</p> <p>Quiz 8: Chapter 9 (McInnis-Dittrich)</p> |
| Week 10 3/26-3/30 | <p>Reading: Chapter 9 (McInnis-Dittrich)</p> <p>Lecture Topic: Identifying and Preventing Abuse and Neglect of Older Adults</p> <p>Quiz 9: Chapter 9 (McInnis-Dittrich)</p> |
| Week 11 4/2-4/6 | <p>Reading: Chapter 9 (Novak)</p> <p>Lecture Topic: Finances and Economics</p> <p>Quiz 10: Chapter 7 (Novak)</p> |
| Week 12 4/9-4/13 | <p>Reading: Chapter 7 (Novak)</p> <p>Lecture Topic: Race and Ethnicity</p> <p>Quiz 11: Chapter 13 (Novak)</p> <p>Exam 3: Chapters 8-9 (McInnis-Dittrich) & Chapters 7 & 9 (Novak)</p> |
| Week 13 4/16-4/30 | <p>Reading: Chapter 13 (Novak)</p> <p>Lecture Topic: Family Life and Social Support</p> <p>Quiz 12: Chapter 11 (McInnis-Dittrich)</p> |
| Week 14 4/23-4/27 | <p>Reading: Chapter 11 (McInnis-Dittrich)</p> <p>Lecture Topic: End of Life Care for Older Adults</p> |
| Week 15 4/30-5/4 | <p>Assessment Presentations</p> |
| Week 16 5/7-5/11 | <p>Exam 4: Chapter 11 (McInnis-Dittrich) & Chapter 13 (Novak)</p> |

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