

**Department of Social Work**  
**SWK 4307 010**  
**Social Work Aging**  
**Spring Semester 2022**



---

**Instructor: Thomas W. Starkey, Ph.D., LCSW**

Email: [tstarkey@angelo.edu](mailto:tstarkey@angelo.edu)

Phone: 325-486-6130

Office: Office 224J

Student Hours: MWF 10:00 am – 11:00 am and TR 9:15 am – 11:00 am

Collaborate Sessions: As needed.

## **Course Information**

### **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.

### **Course Credits 3**

## Prerequisite and Co-requisite Courses

SWK 2307, and admission to the B.S.W. degree program.

## Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the class and the social work department.

## Program Outcomes

Upon completion of the program of study for the social work program, the graduate will be prepared to:

**Competency 1: Demonstrate Ethical and Professional Behavior:** Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice; and

**Competency 2: Engage Diversity and Difference in Practice:** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power; and

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of

the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

## Student Learning Outcomes

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to Program Outcomes</b>
make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior	Interview/Assessment and Group Presentation	<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>
apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal		<b>Competency 2: Engage Diversity and Difference in Practice</b>

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to Program Outcomes</b>
biases and values in working with diverse clients and constituencies.		
collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>

## Course Delivery

This is an in person course offering. The course will be delivered in person in the HHS building room 104.

## Required Texts and Materials

McInnis-Dittrich, K. (2019). *Social work with older adults* (5th ed.). Boston, MA: Allyn & Bacon, Incorporated. ISBN- 978-0-13516-6807-3

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

### Required Readings:

NASW Code of Ethics

Texas Board of Social Work Examiners webpage (Code of Conduct & Scope of Practice)

## **Recommended Texts and Materials**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

Barker, R. L. (2013). The social work dictionary (6th ed.). Washington, DC: NASW Press. ISBN: 978-0-87101-447-4

## **Technology Requirements**

To successfully complete this course, students need to have access to the following:

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

## **To participate in one of ASU's distance education programs, you need this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

## Topic Outline

Learning Module 1: Chapters 1-3

Learning Module 2: Chapters 4-7

Learning Module 3: Chapters 8-11

## Communication

Include your course policy regarding communication timeframes and preferred method. Here are some examples:

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

## Grading

### Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Professional Performance	10%
Interview	20%
Group Presentation	15%
Movie Review	15%
Exams	40%
<b>Total</b>	<b>100%</b>

## Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points

B = 80.00-89.99 points

C = 70.00-79.99 points

D = 60.00-69.99 points

F = 0-59.99 points (Grades are not rounded up)

## Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

## Assignment and Activity Descriptions

**Professional Performance:** This is relevant to attendance and engaging in class activities, including frequency and quality of discussion board responses.

**Movie Review :** 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 5-6 pages in length (including cover sheet and reference pages).

**Interprofessional Education (IPE) Assignment:** You will conduct an interview with an older adult, using the form that will be provided to you in class. You will get consent from the older adult to participate in the interview. Instructions will follow along with the interview format.

**Group Presentation:** Students will be assigned to groups and will present a group power point on a topic related older adults from the textbook. Groups will present an outline of the topic and ppt to the instruction for approval. The presentation will be in APA format and will include

at least three (3) peer reviewed journal articles. Students will be graded on content, ppt slide presentation (format, grammar, and appearance of ppt), communication, professional appearance, and APA format. Students will provide feedback on group member's participation in the group experience, which will make up 50% of each student's assignment grade.

**Examinations:** There will be four (4) online, timed, examinations in this course. Each of these examinations is worth 10% of your total course grade.

### **Testing via Respondus™ Monitor**

Access to examinations will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

### **Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [chelsea.kading@angelo.edu](mailto:chelsea.kading@angelo.edu) and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

### **Late Work or Missed Assignments Policy**

Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in ZERO. No papers or postings will be accepted without instructor pre-approval.

## **General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:



- [Angelo State University Student Handbook](#)<sup>1</sup>
- [Angelo State University Catalog](#)<sup>2</sup>

## **Student Responsibility and Attendance**

**Online:** This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

## **Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).<sup>3</sup>

## **Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>4</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

## **Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)<sup>5</sup> for more information.

## **Plagiarism**

Plagiarism is a serious topic covered in ASU's Academic Integrity policy<sup>6</sup> in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.<sup>7</sup>

## **Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)<sup>8</sup> for more information.

## **Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

## Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

# Course Schedule

## Course Schedule Spring 2020

Week/Date	Topic/Assignments/Assessments DUE
Week 1 Jan. 18-21	Course Introduction – Introduction Post Reading: Chapter 1 Lecture Topic: The Context of Social Work Practice with Older Adults
Week 2 Jan. 24-28	Reading: Chapter 1 Lecture Topic: The Context of Social Work Practice with Older Adults
Week 3 Jan. 31-Feb. 4	Reading: Chapter 2 Lecture Topic: Biological Changes and the Physical Well-Being
Week 4 Feb. 7-11	Reading: Chapter 3 Lecture: Psychosocial Adjustments to Aging Exam 1: Chapters 1 - 3
Week 5 Feb. 14-18	Reading: Chapter 4 Lecture Topic: Conducting a Biopsychosocial Assessment Interdisciplinary Assignment Due 2/25
Week 6 Feb. 21-25	Reading: Chapter 5 Lecture Topic: Differential Assessment and Diagnosis of Cognitive and Emotional Problems of Older Adults Assignment: Movie Review Due
Week 7 Feb. 28-March 4	Reading: Chapter 6 Lecture: Interventions for Depression, Anxiety, and Dementia in Older Adults
Week 8 March 7-11 Spring Break March 14-18	Reading: Chapter 7 Lecture Topic: Complementary and Alternative Socioemotional Interventions for Older Adults
Week 9 March 21-25	Reading: Chapter 8 Lecture Topic: Substance Abuse and Suicide Prevention in Older Adults Exam 2: Chapters 4, 5, 6, & 7

<b>Week 10</b> <b>March 28-April 1</b>	<b>Reading: Chapter 9</b> <b>Lecture Topic: Identifying and Preventing Abuse and Neglect of Older Adults</b>
---	---

<b>Week/Date</b>	<b>Topic/Assignments/Assessments DUE</b>
<b>Week 11</b> <b>April 4-8</b>	<b>Reading: Chapter 10</b> <b>Lecture Topic: Spirituality and Social Work with Older Adults</b>
<b>Week 12</b> <b>April 11-15</b>	<b>Reading: Chapter 11</b> <b>Lecture Topic: End-of-Life Care for Older Adults</b> <b>Exam 3: Chapters 8, 9, 10 &amp; 11</b>
<b>Week 13</b> <b>April 18-22</b>	<b>Reading: Chapter 12</b> <b>Lecture Topic: Working with Older Adult's Support System: Spouses, Partners, Families, and Caregivers</b>
<b>Week 14</b> <b>April 25-29</b>	<b>Reading: Chapter 13</b> <b>Lecture Topic: Aging in Place: Income Programs, Health Insurance, and Support Services for Older Adults</b>
<b>Week 15</b> <b>May 2-6</b>	<b>Papers Due: Group Presentations</b>
<b>Week 16:</b> <b>May 9-13</b>	<b>FINALS WEEK</b> <b>Exam 4: Chapter 12 &amp; 13</b>

\* all due times are 11:59 pm CST, unless otherwise specified

## Grading Rubrics

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

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

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social

policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

## **End of Syllabus**

---

<sup>1</sup> <https://www.angelo.edu/student-handbook/>

<sup>2</sup> <https://www.angelo.edu/catalogs/>

<sup>3</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>4</sup> <https://www.angelo.edu/services/disability-services/>

<sup>5</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

<sup>6</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>7</sup> [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

<sup>8</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>