

SOCIAL WORK 8260
Social Work Practice with Older Adults
(3 Credit Hours)

SYLLABUS

1.0 Course Description Information

1.1 Catalog Description:

This service-learning course in the advanced social work practice curriculum focuses on micro- and macro-level practice skills essential to effective social work practice with older adults, including clinical interventions that focus on individuals and small groups as well as community practice skills that involve social marketing and community organizing, networking, and collaborating with community professionals.

1.2 Prerequisites of the course: SOWK 8220 and permission of the School.

1.3 Overview of content and purpose of the course: The purpose of this course is to examine aging and the interaction of the biological, psychological, emotional, spiritual, social, economic, and environmental factors within a systems framework. Utilizing a service-learning pedagogy, the course focuses on micro- and macro-level practice skills essential to effective social work practice with older adults in a variety of settings. Theories of aging and models of intervention will be discussed, practiced, and critiqued as well as ethical implications in relation to diversity and populations at risk. Focusing on a strengths-based perspective, this course provides a variety of viewpoints and case examples of best practice with older adults and their families. This course incorporates a service-learning component that engages students with older adults individually and in small groups to complete life review/reminiscence projects with low-income older adults residing and interacting in a variety of settings (e.g., adult day care, assisted living, senior housing). This service-learning project involves student's use of social work skills that focus on individuals and small groups as well as networking and collaborating with community professionals.

1.4 For whom the course is intended: This course is intended for graduate students working on their MSW degree. This course is a three credit hour elective course for the advanced MSW program at the UNO School of Social Work. It also counts toward the Graduate Certificate in Gerontology offered through the Gerontology Department at UNO.

1.5 Unusual circumstances of the course: This is a service-learning course that requires a minimum of 24 hours of outside class time to complete the service-learning project.

2.0 Course Justification Information

2.1 Anticipated audience/demand: This course is intended for graduate students working on their MSW degree. This course is a three credit hour elective course for the advanced MSW program at the UNO School of Social Work. It also counts toward the Graduate Certificate in Gerontology offered through the Gerontology Department at UNO.

2.2 Indicate how often this course will be offered and the anticipated enrollment: This course is offered once a year in fall semester. Maximum enrollment is 20 students.

2.3 If it is a significant change to an existing course, please explain why it is needed: This is a new course in the MSW curriculum. It focuses on gerontological content, and includes an updated bibliography and links MSW foundation objectives to course objectives and assignments.

3.0 Objective Information

3.1 List of performance objectives stated in learning outcomes:

This course meets the following program objectives:

Clinical Program Objective #1: Use critical thinking to apply theory and research to assess and intervene with client issues.

Clinical Program Objective #2: Describe the range and levels of client issues across the life cycle in clinical settings.

Clinical Program Objective #3: Identify the bio-psycho-social-spiritual-cultural factors influencing the development of client issues.

Clinical Program Objective #4: Identify vulnerable client systems and populations at risk for treatment and preventive services.

Clinical Program Objective #5: Analyze and apply social work values, ethical principles, and legal mandates in clinical practice.

Clinical Program Objective #6: Participate in multidisciplinary teams in clinical practice.

Clinical Program Objective #7: Identify and apply formal diagnostic classification systems.

Clinical Program Objective #8: Identify, adapt, and apply empirically supported interventions for client issues.

Clinical Program Objective #9: Conduct multidimensional assessments for treatment and intervention with individuals, families, and groups.

Clinical Program Objective #10: Provide culturally competent treatment, intervention services and programs across the continuum of care.

Clinical Program Objective #11: Demonstrate effective oral and written communication in clinical practice.

Clinical Program Objective #12: Analyze policies, practices and administrative structures to promote effective clinical services.

Clinical Program Objective #13: Function effectively within agency and community structures to deliver professional social work services.

Clinical Program Objective #14: Apply research methods to evaluate the effectiveness of clinical practice and program services.

By the end of this course, students will be able to:

Course Objectives	MSW Clinical Objectives	Assignments
3.1 Describe aging demographics, biopsychosocial theories on aging, and common myths/stereotypes and facts about aging.	1, 2, 3	Readings; Service-Learning Project; In-class exercises; Course Project/Presentation; Reflections/Process Journal
3.2 Critique current research, policies, and services relating to older adults.	1, 12	Readings; Service-Learning Project; In-class exercises; Course Project/Presentation; Reflections/Process Journal

SOWK 8260 Social Work Practice with Older Adults

3.3 Examine common issues older adults face including, cumulative grief and loss, end of life planning, caregiving, abuse/neglect/exploitation, and major mental health challenges, specifically, depression, delirium, anxiety, dementia/Alzheimer's, and substance abuse.	1, 2, 4	Readings; Service-Learning Project; In-class exercises; Course Project/Presentation; Reflections/Process Journal
3.4 Describe variations in aging experiences for older adults of diverse racial/ethnic, cultural, social class, health status, and sexual orientation backgrounds.	1, 3, 4	Readings; Service-Learning Project; In-class exercises; Course Project/Presentation; Reflections/Process Journal
3.5 Identify factors that contribute to quality of life, including environmental and social well-being, control, choice, and the preferences and issues of "aging in place" (e.g., community vs. institutionalization).	2	Readings; Service-Learning Project; In-class exercises; Course Project/Presentation; Reflections/Process Journal
3.6 Network and collaborate with other agencies/ organizations/professionals that provide services to older adults in a variety of settings in a mutually respectful manner.	4, 6, 9, 13	Service-Learning Log; Readings; Service-Learning Project; In-class exercises; Course Project/Presentation; Reflections/Process Journal
3.7 Apply therapeutic skills using life review/ reminiscence activities, narrative therapy, brief task intervention, cognitive behavioral therapy, and/or motivational interviewing with older adults.	8, 10, 11	Service-Learning Log; Readings; Service-Learning Project; In-class exercises; Course Project/Presentation; Reflections/Process Journal
3.8 Examine and work to understand personal feelings, experiences, fears, goals, and inspirations relating to older adults.	2, 13	Reflections/Process Journal

4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence:

The content and layout of this course will focus on the development of specific advanced professional social work skills for working with older adults and their families with regard to a variety of issues based on a biopsychosocial lifespan development perspective.

- 4.1.1 The Context of Social Work Practice with Elders
 - A. Aging in the 21st Century
 - B. The Demography of Aging
 - C. The Life Course Perspective on Aging
 - D. Settings for Gerontological Social Work
 - E. Social Policies Relating to Older Adults
 - F. Personal and Professional Issues with Work with Elders
- 4.1.2 Group Work with Elders
 - A. Using the Group Work Approach with Elders
 - B. Cultural Issues in Group Work
 - C. The Group Process
 - D. Specialized Groups for Elders
 - E. Ethical Dilemmas in Group Work with Elders
- 4.1.3 Biological Changes and the Physical Well-Being of Elders
 - A. Why Does the Body Age?

- B. Biological Changes that Accompany Aging
 - C. Implications of Age-Related Biological Changes for Social Work Practice with Elders
 - D. Incontinence
 - E. HIV/AIDS and Elders
 - F. The MacArthur Study and “Successful” Physical Aging
- 4.1.4 Psychosocial Adjustments to Aging
- A. Psychological Changes that Accompany Aging
 - B. Social Theories of Aging
 - C. The MacArthur Study and “Successful” Psychological Aging
 - D. Implications of Psychosocial Changes for Social Work Practice with Elders
- 4.1.5 Conducting a Biopsychosocial Assessment
- A. What is an assessment
 - B. What is the Purpose of a Biopsychosocial Assessment?
 - C. Special Considerations in Assessing Elders
 - D. Conditions for Conducting an Assessment
 - E. Components of a Comprehensive Assessment
 - F. Example of a Comprehensive Assessment
- 4.1.6 Differential Assessment and Diagnosis of Cognitive and Emotional Problems of Elders
- A. Differential Assessment and Diagnosis
 - B. Depression in Elders
 - C. Dementia
 - D. Delirium
 - E. Differentiating Between Depression, Dementia, and Delirium
 - F. Anxiety Disorders
 - G. Differential Diagnosis of Anxiety
- 4.1.7 Social Work Interventions in the Socioemotional and Cognitive Problems of Elders
- A. The Intervention Process
 - B. Obstacles to Intervention and Treatment with Elders
 - C. Developing a Relationship with an Elder
 - D. Cognitive-Behavioral Therapy
 - E. Validation Therapy
 - F. Reminiscence and Life Review
 - G. Medical Interventions for Depression and Anxiety
- 4.1.8 Alternative Interventions in the Socioemotional Problems of Elders
- A. Traditional and Alternative Interventions
 - B. The Therapeutic Use of Music
 - C. Art as a Therapeutic Activity
 - D. The Therapeutic Use of Drama
 - E. Animal-Assisted Therapy
- 4.1.9 Substance Abuse and Suicide Prevention in Elders
- A. Substance Abuse and Elders
 - B. Alcohol Use and Abuse by Elders
 - C. Treatment of Alcohol Problems in Elders
 - D. Drug Misuse and Dependency
 - E. Suicide Among Elders

- 4.1.10 Spirituality and Social Work with Elders
 - A. Spirituality and Religion in Social Work Practice
 - B. The Social Work Profession's Approach-Avoidance Relationship with Spirituality
 - C. The Relevance of Spirituality to Social Work with Elders
 - D. Spirituality in the Lives of Women and Elders of Color
 - E. Incorporating Spirituality into Social Work Practice with Elders

- 4.1.11 Social Work Practice with Elder Abuse and Neglect
 - A. Growing Concern About Elder Abuse and Neglect
 - B. The Incidence of Elder Abuse and Neglect
 - C. What Constitutes Elder Abuse and Neglect?
 - D. Risk Factors Associated with Elder Abuse and Neglect
 - E. Understanding the Causes of Elder Maltreatment
 - F. Assessment of Elder Abuse, Neglect, and Self-Neglect
 - G. Designing Interventions to prevent abuse or Neglect
 - H. Elder Abuse and Neglect in Nursing Homes
 - I. When an Elder Refuses Protective Services

- 4.1.12 Working with Elders' Support Systems: Spouses, Partners, Families, and Caregivers
 - A. Elders' Support Systems
 - B. Spouses and Partners
 - C. The Goals of Supportive Interventions with Older Couples
 - D. Therapeutic Interventions with Older Couples
 - E. The Family Meeting
 - F. Caregivers as Support Systems for Elders
 - G. The Stresses of Caregiving
 - H. Social Work Interventions with Caregivers

- 4.1.13 Dying, Bereavement, and Advanced Directives
 - A. Death and Dying as Part of Gerontological Social Work
 - B. The Process of Dying
 - C. The Role of the Social Worker in the Dying Process
 - D. Bereavement and Grief
 - E. Hospice Care
 - F. Social Work Interventions with Bereaved Elders
 - G. Advanced Directives
 - H. Ethical Dilemmas in Death and Dying

5.0 Teaching Methodology Information

- 5.1 **Methods to be used:** The primary method of instruction for this course will be service-learning. Other instructional methods used in this course may include lectures, class discussions, media instruction, guest speakers, field experiences, reflective and self-awareness exercises, process journaling, group exercises, written assignments, handouts, short quizzes, and/or exams.

- 5.2 **Student role in the course:** Students are expected to have read the assigned readings ahead of time and to come to class prepared for participation in group discussions/exercises, quizzes/exams, and service-learning activities.

- 5.3 **Contact hours:** Three contact hours per week for the 15 weeks of the semester. Additionally, this is a service-learning course that requires a minimum of 24 hours of outside class time to complete the

service-learning project.

6.0 Evaluation Information

6.1 Types of student projects that will be the basis for evaluating student performance

The final course grade will be based on a total of 330 possible points. There are four main requirements: (1) classroom participation, (2) service-learning log, (3) reflection/process journal, and (4) course project/presentation. Bonus options may be offered throughout the semester. The assignments and grading criteria are outlined below. All work must be your own; cheating on any assignment may result in an “F” for the assignment and/or for the course. All assignments are expected to be turned in on time on the dates due. If this is not possible due to extenuating circumstances, please contact me *in advance* of the due date to work out an alternative arrangement; otherwise, your assignment grade will be *docked 20%* if it is not turned in when due.

6.2 Basis for determining the final grade

The breakdown for the final grade, which is based on a total of 330 points, is as follows:

<u>ASSIGNMENT</u>	<u>PERCENTAGE OF GRADE</u>
Participation (30 Points)	10%
Course Project/Presentation (150 Points)	45%
Service-learning log (50 Points)	15%
Reflection/process journal (100 Points)	30%

(1) CLASSROOM PARTICIPATION: Students are expected to attend class and participate in discussions and activities. An attendance sheet will be passed around each class period for students who are present to sign. If you are NOT present, no credit can be given for class participation and you may miss important concepts and ideas discussed in the course. *If you know ahead of time that you will not be able to attend a class, please let me know in advance so that I may excuse your absence and give you any assignments or class materials that you may miss.* Participation may include preparing short responses to discussion questions or special readings (in class or outside of class) provided by the instructor via Blackboard or Library Reserve that will be used to frame class discussions. Preferably these responses to discussion questions will be typed when possible, but handwritten responses will be accepted *if legible*. Discussion questions assigned at the end of a reading provided to you should be done prior to class and turned in. Participation may also include filling out a questionnaire that accompanies a movie shown in class, preparing in advance questions for guest speakers, participating in a group exercise during class, or completing self-awareness/evaluative/reflective process activities. Students earn 2 points per class– for being there, actively participating, and turning anything in that’s requested. If you leave early or come late, do not expect to get all points for that class period.

Total Points: 30

Due Date:

(2) COURSE PROJECT/PRESENTATION: Students will be responsible for completing a project describing their service-learning experience and presenting their work to the class. Course projects will consist of an 8-10 page paper explaining their group experience and detail of their one-on-one interactions with the older adult they’re assigned to for the life review/reminiscence project. The presentations must include visual aids, such as powerpoint, pictures, posters, scrapbooks, displays, slides, videos, and the like. The service-learning partner agency will also be invited to watch the presentations. Presentations are to be a maximum of 15 minutes, including time for questions and answering.

Total Points: 150

Due Date:

(3) SERVICE-LEARNING LOG: Throughout this course, students will engage in a total of 28 service-learning hours. In partnership with the Program for Women and Successful Aging (PWSA), students will be responsible for coordinating with agencies where low-income older adults reside or interact to plan, prepare, and facilitate small educational/skill-building groups that will teach older adults how to tell their life stories through life reminiscence/review projects following the “Leaving a Legacy” curriculum. The classes will be held two hours once a week for four weeks– totaling eight service learning hours for students. Additionally, eight hours of the students’ time will be devoted to the planning, preparation, and coordination of the small group classes. To supplement these classes, students will be assigned to and meet with older adults individually to assist them with the writing process, including providing guidance, comfort, reassurance, support, and motivation, as well as assisting with organization, formatting, and writing/typing as necessary. Students will meet with the older adults they are assigned to for two hours in between class sessions each of the four weeks the “Leaving a Legacy” classes are held and for an additional two weeks after the classes end– totaling twelve service-learning hours. The service-learning log is a record of your time put in with service-learning projects. You will keep a record of the dates and times spent at your service-learning site and the tasks you performed each time.

Total Points: 50

Due Date:

(4) REFLECTIONS/PROCESS JOURNAL: To encourage synthesis of the course material and the service experience and to promote critical thinking, students will be required to keep a process journal throughout the semester. They will be required to make an entry into their journal after every small group “Leaving a Legacy” class and after every individual contact with their assigned older adult. They will reflect on such topics as the following: describe activities/tasks completed during each session; describe observations of the older adults (e.g., What was hard for the older adult? What was easy?); how did hearing about the older person’s life make you feel?; how did you try to use therapeutic skills discussed in class to help older adults put things into perspective or view life events in a positive way that promotes acceptance, resolution, peace, and/or generativity?; what impact has this experience had on students’ personal values and professional goals?; how do your encounters with older adults fit with a strengths-based perspective?; describe how cultural influences play out in your interactions with the older adults and within the older adults lives; what worked/didn’t work?; what themes/patterns of life and values/beliefs of older adults became evident?; describe the strengths/weaknesses of older adults and their implications in the lives of the older adults; and describe the cumulative grief and loss experienced by older adults. Through this reflective process, students will examine and work to understand personal feelings, experiences, fears, goals, and inspirations relating to older adults. This service-learning component gives students the chance to embrace the opportunity to hear the voices and opinions of older adults about their own lives, present situations, and ongoing choices. They will also have the chance to network and collaborate with other agencies, organizations, and professionals that provide services to older adults in a variety of settings in a mutually respectful manner.

Total Points: 100

Due Date:

6.3 Grading Type

The UNO recommended grading scale will be used for this course:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98% +	94-97.9%	91-93.9%	88-90.9%	84-87.9%	81-83.9%	78-80.9%	74-77.9%	71-73.9%	68-70.9%	64-67.9%	61-63.9%	≤60.9%

7.0 Resource Material

7.1 Textbooks or other required readings used in course

McInnis-Dittrich, K. (2005). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston: Allyn and Bacon.

Gugerty, C.R., and Swezey, E.D. (1996). Developing campus-community relationships. (In *Service-Learning in Higher Education: Concepts and Practices* by Barbara Jacoby & Associates), Jossey-Bass, Inc.

7.2 Other suggested reading material

Readings from these lists or other readings not listed may be assigned throughout the semester to supplement required readings, guide group exercises or class discussions, and/or include responses to questions that may be counted toward participation points.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders. Fourth Edition, Text Revised*. Washington, D.C.: American Psychiatric Association.

Hooyman, N. And Kiyak, H.A. (2002). *Social Gerontology: A multidisciplinary perspective. 6th edition*. Boston: Allyn and Bacon.

7.3 Current bibliography and other resources

Atchley, R.C. and Barusch, A.S. (2004). *Social forces & aging: An introduction to social gerontology. 10th edition*. United States: Thomson/Wadsworth.

Blow, F.C. (2002). *Substance abuse among older adults. Treatment Improvement Protocol (TIP) Series 26*. U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment.

Brandi, J., Kelley-Gillespie, N., Liese, H., & Farley, O.W. (2004). Nursing home vs. assisted living: The environmental effect on quality of life. *Journal of Housing for the Elderly, 18*, 73-88.

Corr, C.A., Nabe, C.M., and Corr, D.M. (2006). *Death & Dying, Life & Living. 5th edition*. United States: Thomson/Wadsworth.

Cox, E.O., Kelchner, E.S., and Chapin, R. (2002). *Gerontological social work practice: Issues, challenges, and potential*. Binghamton, NY: Haworth Press, Inc.

Farley, O.W., Maramaldi, P., Kelley-Gillespie, N., Gorman, C., Fletcher, C., & de St.Aubin, M. (July, 2002). FlexCare Quality of Life Evaluation. Monograph. In cooperation with the Utah State Department of Health, University of Utah College of Social Work, and the W.D. Goodwill Family Foundation.

- Hinterlong, J., Morrow-Howell, N., & Sherraden, M. (2001). Productive aging: Principles and perspectives. In N. Morrow-Howell, J. Hinterlong, & M. Sheraden (Eds.), *Productive aging: Concepts and challenges* (pp. 3-18). Baltimore: Johns Hopkins University Press.
- Kelley-Gillespie, N. & Farley, O. W. (In Press). The effect of housing on perceptions of quality of life of the elderly. *Journal of Gerontological Social Work: Special Issue on Housing*.
- Kelley-Gillespie, N. (Under Review). A qualitative inquiry to adult child-parent relationships and the effects on caregiving roles. *Qualitative Social Work*.
- Kelley-Gillespie, N. (Under Review). Perceptions of quality of life of the elderly. *Journal Social Work and Long Term Care*.
- Kelley-Gillespie, N. (2005). Mobile medical care units: An innovative use of Medicare funding. *Journal of Health and Social Policy*, 20(2), 33-47.
- Kelley-Gillespie, N. (July, 2005). Neighbors Helping Neighbors Program and Process Evaluation. Monograph. In cooperation with the University of Utah College of Social Work and the W. D. Goodwill Family Foundation.
- Kelley-Gillespie, N. (2004). Factors determining quality-of-life of the elderly residing in a nursing home and assisted living facility. *The Gerontologist*, 44(Special Issue I, October), 106.
- Kuhn, D. (2003). *Alzheimer's early stages: First steps for family, friends, and caregivers*. 2nd edition. Alameda, CA: Hunter House, Inc., Publishers.
- Moody, H.R. (2005). *Religion, spirituality, and aging: A social work perspective*. New York: Haworth Press, Inc.
- Rubenstein, R.L., Moss, M., and Kleban, M.H. (2000). *The many dimensions of aging*. New York: Springer Publishing Company, Inc.
- Salmon, R., and Graziano, R. (2004). *Group work and aging: Issues in practice, research, and education*. Binghamton, NY: Haworth Press, Inc.
- Schneider, R.L., Kropf, N.P., and Kisor, A.J. (2000). *Gerontological social work: Knowledge service settings, and special populations*. 2nd edition. Australia: Brooks/Cole.
- Kim, P.K.H. (1995). *Services to the aging and aged: Public policies and programs*. New York: Garland Publishing, Inc.
- Klein, W.H., LeShan, E.J., and Furman, S.S. (n.d.). *Promoting mental health of older people through group methods: A practical guide*. New York: Mental Health Materials Center, Inc.
- Trickey, R., Kelley-Gillespie, N., & Farley, O.W. (In Press). A look at a community coming together to meet the needs of older adults: An evaluation of the Neighbors Helping Neighbors program. *Journal of Gerontological Social Work*.

United Nations Handouts. *United Nations principles for older persons* (1998); Address by U.N. Secretary-General Kofi Annana delivered to the 2nd World Assembly on Ageing (Madrid, 2002); *World population ageing: 1950-2050. Executive Summary* (2001).

University of Southern California Gerontology Library:
<http://www.usc.edu/isd/libraries/locations/gerontology/>

Self Help Magazine:
<http://www.selfhelpmagazine.com/articles/aging/index.shtml>

University of Utah Health Sciences Library Special Collections:
<http://uuhsc.utah.edu/eldercare/library.html>

Bibliography-Extended

Gamroth, L.M., Semradek, J., Tornquist, E.M. (1995). *Enhancing autonomy in long-term care: Concepts and strategies*. New York: Springer Publishing Company.

Gelfand, D.E. (1999). *The aging network: programs and services. 5th edition*. New York: Springer Publishing Company.

Getzel, G.S., Mellor, M.J. (1985). *Gerontological social work practice in the community*. New York: Haworth Press, Inc.

Kim, P.K.H. (1995). *Services to the aging and aged: Public policies and programs*. New York: Garland Publishing, Inc.

Klein, W.H., LeShan, E.J., and Furman, S.S. (n.d.). *Promoting mental health of older people through group methods: A practical guide*. New York: Mental Health Materials Center, Inc.

8.0 Other Information

8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to, and emphasizing the importance of, the issue of plagiarism. The UNO policy on plagiarism is as follows:

"The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge."

The UNO policy on Academic Integrity reads as follows:

"The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

Academic dishonesty definitions, procedures and sanctions are available on the current University of Nebraska at Omaha web-site at: <http://studentaffairs.unomaha.edu/ai-undergrad.php>.

8.2 Procedure Regarding Student Grades/Papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.3 Statement Regarding Students with Disabilities

Accommodations are provided for students with certified disabilities. For more information contact Services for Students with Disabilities, EAB 117, <http://www.unomaha.edu/disability/> 554.2872, or TTY 554.3799.

8.4 Additional Assistance

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division Counseling Services (EAB 115, 554-2409, or <http://counseling.unomaha.edu/>).