****

**Social work practice with older adults**

SOWK 8260 | 3 credit hours

Class Meetings: TBD

**Instructor**: TBD

**Office**: TBD

**Office** **Phone**: TBD

**Email**: TBD

**Office** **Hours**: TBD

**Department:** Grace Abbott School of Social Work

**Main Office:** 206 CPACS

**Dept. Phone:**  402.554.2793

**Dept. Email:** graceabbott@unomaha.edu

Course Information

**Description**

This course is part of the advanced MSW curriculum and focuses on micro- and macro-level practice skills essential to competent and effective social work practice with older adults of diverse backgrounds. This course emphasizes intervention and creative programming. Social marketing, community organizing, networking, and collaborating with interprofessional community practitioners in relation to this population.

**Rationale/Overview**

The purpose of this course is to examine aging and the interaction of the biological, psychological, social, emotional, spiritual, economic, cultural, and environmental factors within a general social systems framework. Utilizing a service-learning pedagogy, the course focuses on micro- and macro-level practice skills essential to competent and effective social work practice with older adults of diverse backgrounds in a variety of settings. Theories of aging and models of intervention will be discussed, practiced, and critiqued. Ethical implications in relation to diversity and populations at risk will be discussed. Focusing on a strengths-based perspective, this course provides a variety of viewpoints and case examples of best practices with older adults and their families/caregivers. Students will participate in a service-learning project involving student’s use of social work skills that focus on individuals and small groups as well as networking and collaborating with community professionals that that may lead to sustainability efforts of interventions across the continuum of care for older adults.

**Course Objectives/Student Learning Outcomes**

1. Consider aging demographics, bio-psycho-social theories of aging, and common stereotypes about aging while incorporating an anti-racism, diversity, equity, and inclusion (ADEI) perspective.
2. Critique current research, policies, and services addressing older adults of diverse backgrounds.
3. Analyze 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 disease, and substance abuse.
4. Collaborate with other agencies, organizations, and professionals that provide services to older adults in a variety of settings across the continuum of care.
5. Integrate therapeutic skills, including life review/reminiscence activities, narrative approach, brief task intervention, cognitive behavioral therapy, interpersonal therapy, motivational interviewing, and/or alternative/ complementary intervention methods with older adults of diverse backgrounds.

required text(s)/Supplemental materials

**Required Text(s)**

TBD

Course structure/format

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

Tentative Course Schedule

| **Session/Date** | **Topic** | **Assignment** |
| --- | --- | --- |
| Session 1 [date] | Introduction to the course and review syllabusView and discuss: “Social Work and Aging” or “Careers in Aging”  |  |
| Session 2[date] | Lecture: The context of social work practice with older adults | Read: Ch. 1 |
| Session 3[date] | Lecture: Aging in place – income programs, health insurance, and support services | Read: Ch. 13ElderCare Resource Handbook (<https://careconsultants.com/eldercare-resource-handbook/>)  |
| Session 4[date] | Lecture: Guest speakers (Dr. Chuck Powell and Dr. Jane Potter) | Quiz #1 |
| Session 5[date] | Lecture: Biological changes and the physical well-being of older adults / psychosocial adjustments to aging / introduction to comprehensive geriatric assessments and differential diagnosis | Read: Ch. 2 and 3 |
| Session 6[date] | Field Trip: UNMC Home Instead Center for Successful AgingConducting a biopsychosocial Assessment / differential assessment and diagnosis of cognitive and emotional problems  | Read: Ch 4 and 5 |
| Session 7[date] | Lecture: Substance abuse and suicide prevention View and discuss: “Substance Abuse and Older Adults” | Read: Ch. 8Quiz #2 |
| Session 8[date] | Lecture: Individual and Group interventions in the socioemotional and cognitive problems  | Read: Ch. 6 |
| Session 9[date] | Lecture: Alternative interventions in the socioemotional problems  | Read: Ch. 7 |
| Session 10[date] | Lecture: Alternative interventions in the socioemotional problems (cont.) | Read: Ch. 7 (cont.) |
| Session 11[date] | Field trip: Hospice HouseEnd of life care  | Read: 11Quiz 3 |
| Session 12[date] | Lecture: Support systems: spouses, partners, families, and caregivers | Read: Ch. 12 |
| Session 13[date] | Field trip: New Cassel Retirement Community and Franciscan Centre Adult Day Health CareSpirituality and social work practice | Read: Ch. 10 |
| Session 14[date] | Class meets online: webinar and PowerPoint presentationsSocial work practice in identifying and preventing abuse and neglect of older adults | Read: Ch. 9 |
| Session 15[date] | Guest panelContemporary issues and future directions in social work practice with older adults | Quiz #4 |

**Important Dates**

Last day to drop a course (via MavLink) and receive a 100% refund TBD

Last day to withdraw from a course (via MavLink) with a grade of “W” TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

Assessments (Activities, Assignments, and Exams)

**Exams (4)**200 points (total)

Four exams worth 50 points each.

**Podcasts/Case Studies (3)** 150 points (total)

Three podcasts/case studies worth 50 points each.

**New York Times Summary (1)** 75 points (total)

One *New York Times* summary worth 75 points.

**Research Paper (1)** 150 points (total)

One research paper worth 150 points.

**Attendance and Participation** 20 points (total)

 **595 points (total)**

Grading Scale

| **Percent** | **Final Grade** | **Quality Points** |
| --- | --- | --- |
| 98–100% | A+ | 4.00 |
| 94–97.9% | A | 4.00 |
| 91–93.9% | A- | 3.67 |
| 88–90.9% | B+ | 3.33 |
| 84–87.9% | B | 3.00 |
| 81–83.9% | B- | 2.67 |
| 78–80.9% | C+ | 2.33 |
| 77–77.9% | C | 2.00 |
| 71–73.9% | C- | 1.67 |
| 68–70.9% | D+ | 1.33 |
| 64–67.9% | D | 1.00 |
| 61–63.9% | D- | 0.67 |
| Below 60.9% | F | 0.00 |

Writing Guidelines

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

Plagiarism Statement

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.**

Academic Integrity Policy

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](https://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

Classroom expectations

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

cell phones, mobile devices, and laptops

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

Technology Requirements

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](https://www.unomaha.edu/information-technology-services/labs-and-classrooms/labs-and-kiosks.php) and the [Criss Library](https://www.unomaha.edu/criss-library/library-services/computers-and-equipment.php), for more information on equipment locations and availability.

Technical Support

Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

accessibility accommodations

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

Criss Library

UNO’s Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](http://www.unomaha.edu/criss-library) website.

Emergency Preparedness

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO’s [emergency information page](http://www.unomaha.edu/emergency/index.php). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

Inclement weather

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

Preferred Name and Preferred Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student’s request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

Writing Center

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://www.unomaha.edu/writingcenter/) or visit their main location in Arts and Sciences Hall (ASH) 150.

Speech Center

The [UNO Speech Center](file:///C%3A%5CUsers%5Cjharder%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5C9GJGI1SH%5Cunomaha.edu%5Cspeechcenter) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

Student Safety

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](https://www.unomaha.edu/student-life/student-affairs/index.php).

Outcomes Map and Student learning outcomes (SLOs)

**Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE’s 2022 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE’s 2022 EPAS.

| **EPAS Competency\***   | **Course Objective/Student Learning Outcome**   | **Assignment**   | **Dimension\***   |
| --- | --- | --- | --- |
| 3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice | 1.Consider aging demographics, bio-psycho-social theories of aging, and common stereotypes about aging while incorporating an anti-racism, diversity, equity, and inclusion (ADEI) perspective. |    |   |
| 4 = Engage in Practice-Informed Research and Research-Informed Practice |  2.Critique current research, policies, and services addressing older adults of diverse backgrounds.3.Analyze 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 disease, and substance abuse. |    |   |
| 5 = Engage in Policy Practice |  2.Critique current research, policies, and services addressing older adults of diverse backgrounds. |    |   |
|  8 = Intervene with Individuals, Families, Groups, Organizations, and Communities |  4.Collaborate with other agencies, organizations, and professionals that provide services to older adults in a variety of settings across the continuum of care.5.Integrate therapeutic skills, including life review/reminiscence activities, narrative approach, brief task intervention, cognitive behavioral therapy, interpersonal therapy, motivational interviewing, and/or alternative/ complementary intervention methods with older adults of diverse backgrounds. |    |   |
|    |    |    |   |

\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

References and supplemental materials

**References**

Chonody, J. M. & Teater, B. (2018). *Social work practice with older adults: An actively aging framework for practice.* Thousand Oaks, CA: Sage Publications.

Galambos, C. M., Greene, R. R., Kropf, N. P., Cohen, H. L. (2018). Foundations of social work practice in the field of aging: A competency-based approach, 2nd ed. Washington, D.C.: NASW Press.

Kelley, N. (2019). Teen Connect: A new twist on an old idea to bridge generations. *Journal of Public Health Issues and Practices,* 3, 135.

Lehning, A. J., Nicklett, E. J., Davitt, J., & Wiseman, H. (2017). Social work and aging in place: A scoping review of the literature. *Social Work Research, 41*(4), 235-248.

Masters, J. M., Toller, P. M., Kelley, N. J., & Holley, L. M. (2018). Begin with the end in mind: A three-part workshop series to facilitate end-of-life discussions with members of the community. *Gerontology & Geriatrics Education*, 1-17.

McInnis-Dittrich, K. (2020). Social work with older adults: A biopsychosocial approach to assessment and intervention. 5th Ed. Boston: Pearson/Allyn and Bacon.

Segal, D. L., Qualls, S. H., & Smyer, M. A. (2018). *Aging and mental health.* John Wiley & Sons.

Wacker, R. R. & Roberto, K. A. (2019). *Community resources for older adults: Programs and service in an era of change* (5th ed.). Los Angeles, CA: Sage Publications.

Williams, A.M. (2017). *Helping relationships with older adults: From theory to practice.* Los Angeles, CA: Sage Publications.

Xi, S., Massey, C. G., Rolf, K. A., Ferrie, J. P., Tothbaum, J. L., & Xie, Y. (2019). Long-term decline in intergenerational mobility in the United States since the 1850s. Proceedings of the National Academy of Sciences of the United State of America, November 25, 1-8;

**Classic References**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders.* (5th ed.).Washington, D.C.: American PsychiatricAssociation.

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.

Cummings, S., & Kropf, N.P. (2009). *Handbook of psychosocial interventions with older adults: Evidence-based approaches.* New York, NY: Routledge.

Gallagher-Thompson, D., Steffen, A.M., & Thompson, L.W. (2008). *Handbook of behavioral and cognitive therapies with older adults.* New York, NY: Springer.

Holzaepfel, K. (2014). The geriatric social worker: Working as part of an interdisciplinary health care team. *Social Work Today,14*(5), 34.

Huber, R., Nelson, H.W., Netting, F.E., & Borders, K.W. (2008). *Elder advocacy: Essential knowledge and skills across settings.* Belmont, CA: Thomson Brooks/Cole.

Jensen, G. M., Randall, A. D., & Wharton, M.A. (2012). Cognitive impairment in older adults: The role of ethical mindfulness. *Topics in Geriatric Rehabilitation, 28*(3), 163-170.

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. (2010). A qualitative inquiry to adult child-parent relationships and the effects on caregiving roles. *MySocialWorkLab.* London: Pearson.

Kelley-Gillespie, N. (2012). A secondary analysis of perceptions of quality of life of older adults residing in a nursing home and assisted living setting using an integrated measurement model.*Applied Research in Quality of Life, 7*(2), 137-154.

Kelley-Gillespie, N. (2014). Quality of life for older adults: An integrated conceptual model. In: Michalos AC (Ed.). *Encyclopedia of Quality of Life and Well-Being Research* (pp. 5340-5355). Springer, Dordrecht, Netherlands: Springer.

Kelley-Gillespie, N., Wilby, F., & Farley, O. W. (2012). Older adults’ satisfaction with the Neighbors Helping Neighbors program. *Working with Older People, 16*(4).

Kelley-Gillespie, N. & Farley, O. W. (2007). The effect of housing on perceptions of quality of life of the elderly. *Journal of Gerontological Social Work: Special Issue on Housing*.

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

Levkoff, S.E., Chen, H., Fisher, J.E., & McIntyre, J.S. (2006). *Evidence-based behavioral health practices for older adults: A guide to implementation.* New York, NY: Springer Publishing Company.

Moody, H.R. (2005). *Religion, spirituality, and aging: A social work perspective.*New York, NY: Haworth Press, Inc.

Salmon, R., & Graziano, R. (2004). *Group work and aging: Issues in practice, research, and education.*Binghamton, NY: Haworth Press, Inc.

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

Wilby, F., Kelley-Gillespie, N., & Farley, O.W. (2012). Experiences of volunteers in serving older adults.*Working with Older People, 16*(4), 31-40.

Youdin, R. (2014). *Clinical Gerontological social work practice.* New York, NY: Springer Publishing Company.

**Journals**

*Journal of Gerontological Social Work*

*The Gerontologist*

*Journal of Applied Gerontology*

*Research on Aging*

*Applied Research in Quality of Life*

*American Journal of Hospice and Palliative Care*

*Generations*

**Websites**

National Association of Social Workers <https://www.socialworkers.org/Practice/Aging>

Association for Gerontology Education in Social Work <https://agesw.org/>

The Gerontological society of America <https://www.geron.org/>

American Society on Aging <https://www.asaging.org/>