

School of Social Work
College of Health & Social Welfare
University of Alaska, Anchorage
Summer Session 2008

Instructor: Dr. Patrick Cunningham
Office: 106J Hartlieb Building
Phone: 786-6902
e-mail afpmc@uaa.alaska.edu

School of Social Work Home page: <http://socialwork.uaa.alaska.edu/>
Blackboard Home Page: <http://technology.uaa.alaska.edu/blackboard/>

SWK A690-501 Geriatric Social Work Practice



Web-Based Course

May 19 through August 2, 2008

COURSE DESCRIPTION:

Covers the knowledge, skills, and values needed for effective social work practice with older adults and their families. Students will have the opportunity to develop the capability for accurate multidimensional assessments and effective interventions with and on behalf of older adults and their families. The course will cover thematic units of successful aging, diversity, physical health, mental health, planning for later years, end of life care, and health care system/health policy issues.

COURSE OBJECTIVES:

This course will cover an overview of the field of social work practice with elders. It will consider bio-psycho-social change as it occurs in the aging process, assessment of strengths and challenges in aging populations, and both traditional and nontraditional interventions responsive to need.

By the completion of the course, the student will be able to:

1. develop awareness one's own values, preferences, and aspirations regarding aging and, as necessary, take steps to dispel myths about aging.
2. understand the bio-psycho-socio-cultural characteristics of the heterogeneous cohort of older adults and of how these, individually and collectively, create need and affect behavior.
3. apply principles of bio-psycho-social assessment to case studies of elders with particular attention to assessment of needs of diverse populations.
4. describe the major services in the continuum of care for elders, including preventive and well-elder services, in-home services and family care, family-centered and community-based services, as well as institutional services.
5. recognize the relation of diversity to variations in the aging process (e.g., gender, race, culture, economic status, ethnicity, and sexual orientation).

6. demonstrate an understanding of key values and ethical dilemmas that are involved in social work practice and research with older adults and their families from diverse, ethnic, cultural, and socioeconomic backgrounds.
7. understand the theory of selected treatment approaches that are known to be effective in practice with older adults.
8. learn to collaborate with other health, mental health, and allied health professionals in delivering services to older adults. Explain the impact of and delineate the issues for adult children and their families as they provide support and care for aging relatives such as long-term care and end of life decisions and processes.
10. Identify and assess the impact of social policies at the local, state, and national level on the bio-psycho-socio well being of persons who are aging and elderly.

REQUIRED TEXT:

McInnis-Dittrich, K. (2005). (2nd Ed). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston: Allyn and Bacon.

You will find the schedule for chapter readings in the course calendar section of this syllabus.

Included by the publisher in the UAA Bookstore text is: "Themes of the Times for Aging" This is a collection of 43 articles from the New York Times. This material will not be included in the course and is additional information. It did not add to the cost of the book.

Other material is posted on the Blackboard site for this course.

INSTRUCTIONAL METHODS:

This course will be delivered entirely on the Internet using Blackboard technology and email. There will be one "Elluminate live!" recorded session for you to view at the beginning of the course to clarify the structure of the course and learning assignments. Additional questions may be posed on the Blackboard Discussion Board for the course. Within Blackboard, students will access eleven (11) learning modules, one for each week of the course. The modules will contain PowerPoint presentations related to assigned readings from the text, access to online video presentations, assessment tools, and related Internet resources. Students will receive in the mail, or pick up at the School of Social Work office, four (4) CD-ROM Educational Modules and a DVD video to supplement the course. Students will use the Discussion Board on Blackboard in response to course assignments. There will also be an assigned learning experience in the student's community. In addition to this syllabus, an activities checklist will be added to Blackboard listing the activities for each week.

LEARNING ASSIGNMENTS:

I. Growing Old in a New Age Video Instructional Series

Students will view ten (10) online video presentations, one per week, and complete learning objective questions for each program. The questions for each video will be posted

in the Assignments section on Blackboard, in a file, that may be downloaded to the student's computer. Students will submit their responses to the Discussion Board on Blackboard.

II. Social Work Practice with Older Adults Educational Modules

Students will receive 4 four CD-ROM discs in the mail for this assignment. These four modules comprise a selected focus on core areas of practice with older adults:

1. Active aging
2. Sexuality
3. Chronic illness
4. Depression

Each module contains:

- Introduction
- Key Concepts
- 30-40 minute social work interview
- transcription of the interview
- discussion guide and resources containing references to supplementary educational and resource materials including Internet web sites.

Students will review all of the components and then respond to the questions in the discussion guide and submit their responses to Discussion Board on Blackboard. More specific instructions for this assignment will be posted on Blackboard under Assignments. The start dates for each module are listed in the calendar section of the syllabus.

III. Interview of an Older Adult

Select one of the interview options listed below and conduct an interview with a person at least 65 years of age. Feel free to add questions of your own whenever one occurs to you.

The report of your interview should meet the following criteria:

1. Double-spaced.
2. Include the questions in your report in a format that enables the reader to know what the person you are interviewing is referring.
3. After you describe the interview, discuss your reaction (three paragraphs).
 - a. What did you learn? Did anything surprise you?
 - b. How did you feel during the interview?
 - c. What changes (if any) have occurred in your perception of older adults?
(What did you think before? What do you think now?)

Optional Interview 1 (General focus)

Optional Interview 2 (Health focus)

Optional Interview 3 (Family Support focus)

Optional Interview 4 (Work and Retirement focus)

Specific questions for each interview will be found in the Assignments section on Blackboard.

IV. Analysis of Case Study

Each student will be randomly assigned a case study, that will be sent to the student's e-mail address, dealing with a specific issue related to an older adult and apply the following guidelines in analyzing the case study. The issues will be related to material covered in the text. Students will post their responses to the case study on the Discussion Board Forum, created for the specific topic, using the guidelines and inserting the responses within the outline. Some of the guidelines may not apply for some of the case situations.

Guidelines:

1. Identify the important elements of the case study.
 - a. What are the important facts?
 - b. What is happening to whom?
2. Specify the major problems/issues.
3. Evaluate constraints and resources.
 - a. What are the major challenges?
 - b. What resources are available for plans and actions? (include strengths of the client)
4. Identify objectives and goals to be achieved.
5. Identify conflict or professional/ethical dilemmas present.
6. Review appropriate strategies.
 - a. What are the most effective ways of achieving the goals sought?
 - b. What recommended actions seem appropriate now?
 - c. In six months?

V. Discussion Board Activities

Throughout the course, students will have the opportunity of responding to the course material and each other via the Discussion Board on Blackboard. Participation points will be given in calculating the final grade for the course. Ten (10) responses, beyond assignment posting to the Discussion Board, will earn the full number of points.

QUIZZES:

There will be two quizzes. Quizzes will be available on Blackboard for the student to take online at the time suggested in the course calendar. If you wish to take the quiz at a different time, please do so. Completion of both quizzes needs to be done by the end of the course, August 2. Study guides for each quiz will be found on Blackboard under Quiz Study Guide.

- Quiz 1, covering Chapters 1 through 7, week of June 22.
- Quiz 2, covering Chapters 8 through 13, week of July 28.

STUDENT EVALUATION:

Video Learning Objective Questions (10 @ 15 points each)	150
Social Work Practice Discussion Guide Questions	
Active Aging	20
Sexuality	20
Chronic Illness	50
Depression	20
Interview of Older Adult	100
Analysis of case study	50
Quiz 1	75
Quiz 2	75
Discussion Board Participation	<u>65</u>
Total points	625

Examinations and papers will not be graded according to a curve. Grades will be assigned using the following standard scale:

A = 625-563 **C = 499-438**
B = 562-500 **D = 437-375** **F = 374-0**

Course Calendar

Week of May 18

1. Geriatric Social Work
2. Myths and Realities of Aging Video
3. What do you know about aging quiz
4. Online questionnaires and quiz
5. Older Americans 2006
6. Active Aging CD-Rom

Reading Chapter 1 of text
Begin CD-ROM "Active Aging"

Week of May 25

1. Myths of Aging PowerPoint
2. Foundation Core Competencies for Generalist Geriatric Social Work Practice
3. How the Body Ages Video

4. Older Alaskan PowerPoint
5. Effective Practice with Elderly Clients PowerPoint

Reading Chapter 2

Week of June 1

1. Social Roles and Relationships in Old Age Video
2. Psychological Aspects of Aging PowerPoint
3. Distinguishing Features of Age Groups PowerPoint
4. Gerontological Subject Areas and Terms
5. Visual Assessment Video
6. Bio-psycho-social/spiritual Assessment
7. Accessing Assessment Scales
8. Strengths Inventory
9. Depression CD-Rom

Reading Chapters 3 and 4

Week of June 8

1. Intellect, Personality, and Mental Health Video
2. Psychological Problems of Older Adults PowerPoint
3. Older Adults and Mental Health PowerPoint
4. Late Life Mental Health Components PowerPoint
5. Helping Families Face the Early Stages of Alzheimer's Disease PowerPoint
6. Alzheimer's Video

Reading Chapter 5

Week of June 15

1. Love, Intimacy, and Sexuality Video
2. Geriatric Social Worker's Role PowerPoint
3. Social Services Assessment Form
4. "Eleanor at 80" Video

Reading Chapters 6 and 7

Week of June 22

Quiz 1

1. Family and Intergenerational Relationships Video

2. Sexuality in Aging CD-ROM
3. Case Management PowerPoint
4. Elder Substance Abuse PowerPoint

Reading Chapter 8

Week of June 29

1. Maximizing Physical Potential of Older Adults Video
2. Suicide Prevention PowerPoint
3. Connecting with Domestic Violence Programs PowerPoint

Reading Chapters 9 and 10

Week of July 6

1. Illness and Disability Video
2. Elder Abuse and Neglect PowerPoint
3. Adult Protective Services PowerPoint Presentation
4. Alaska Division of Senior Services PowerPoint Presentation

Reading Chapter 11

Week of July 13

1. Work, Retirement, and Economic Status Video
2. Coping with Chronic Illness CD-ROM
3. Elder Care giving PowerPoint
4. DVD "Complaints of a Dutiful Daughter".

Reading Chapter 12

Week of July 20

1. Death, Dying, and Bereavement Video
2. End of Life Care
3. Last Acts
4. Living Old Video

Reading Chapter 13

Week of July 27

Quiz 2

1. The Future of Aging Video

2. Euthanasia Video

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