| GRACE ABBOTT SCHOOL OF SOCIAL WORK

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
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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 syllabus View 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. 13 ElderCare Resource Handbook (https://careconsultants.com/eldercare-resource-handbook/)
Session 4 [date]	Lecture: Guest speakers (Dr. Chuck Powell and Dr. Jane Potter)	Quiz #1

Session/Date	Topic	Assignment
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 Aging Conducting 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. 8 Quiz #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 House End of life care	Read: 11 Quiz 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 Care Spirituality and social work practice	Read: Ch. 10
Session 14 [date]	Class meets online: webinar and PowerPoint presentations Social work practice in identifying and preventing abuse and neglect of older adults	Read: Ch. 9
Session 15 [date]	Guest panel Contemporary 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 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 and the Criss Library, 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 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. 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 or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The UNO Speech Center 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.

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,		

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
	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

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

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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/