



**FLORIDA  
ATLANTIC  
UNIVERSITY**

## COURSE CHANGE REQUEST Graduate Programs

**Department** Phyllis & Harvey Sandler School of Social Work  
**College** College of Social Work & Criminal Justice

UGPC Approval \_\_\_\_\_  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

**Current Course Prefix and Number** SOW 6646

**Current Course Title**  
Advanced Theory & SW Practice With Elders & Families

*Syllabus must be attached for ANY changes to current course details. See [Guidelines](#). Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**

**Change prefix**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change course number**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change credits\***

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change grading**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

\*Review [Provost Memorandum](#)

**Change description to:**

Include AS-L designation (see AS-L certification letter) and add AS-L assignment option to complete 10 service hours at the FAU Memory and Wellness Center (see attached syllabus).

**Change prerequisites/minimum grades to:**

**Change corequisites to:**

**Change registration controls to:**

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

**Effective Term/Year for Changes:** Spring 2021

**Terminate course? Effective Term/Year for Termination:**

**Faculty Contact/Email/Phone** Juyoung Park/jpark14@fau.edu/561-297-4537

**Approved by**

Department Chair

*Matthew Thompson*

College Curriculum Chair

*Mary Jane Stogatz Ph.D.*

College Dean

Naelys Luna

Digitally signed by Naelys Luna  
Date: 2020.11.24 11:33:54 -05'00'

UGPC Chair

*Christopher Beetle*

UGC Chair

*Paul R. [Signature]*

Graduate College Dean

*Robert W. Stackman Jr.*  
Robert W. Stackman Jr. (Dec 18, 2020 22:16 EST)

UFS President

Provost

**Date**

11/30/2020

11/24/2020

Dec 18, 2020

Dec 18, 2020

Dec 18, 2020

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

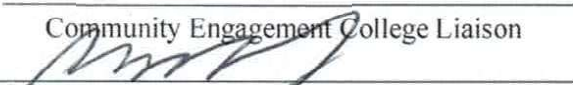
FAUchange/courseGR, revised Summer 2018

## Academic Service Learning Course Designation

This is to certify that the attached syllabus meets the University Requirements to qualify the course as Academic Service Learning.



Community Engagement College Liaison

  
Weppner Center for LEAD & Service-Learning

11/10/2020

Date

11-10-20

Date



rapidly. Their needs are as diverse as the populations. Successful aging is influenced by many factors, including cultural and sexual stereotypes, the fit between needs and resources, and society's perceptions of aging. The goal of this course is to sensitize the student to the impact of ageism and to prepare the student for effective and sensitive direct practice with elders in an ageist society. Units of study include ageism, concepts of aging, physical and mental health concerns of elders, long-term care, direct practice with elders (individual, family, and group), and policy-related issues.

### ***Organizing Principles***

1. The needs of elders constitute a growing challenge to the social work profession. Social workers are frequently expected to assist all populations, including the older populations, in the acquisition of resources. Social workers need specialized knowledge and skills related to the delivery of direct services to the elderly.
2. In light of demographic trends, the number of elders requiring specialized services will continue to increase. More social workers with specialized knowledge and skills will be needed to provide services to this group.
3. Direct practice requires knowledge of policy and research to ensure effective and accountable intervention. Knowledge of specialized health, mental health, and long-term-care needs is critical.

### **IV. Relevance to the Educational Program**

This course builds on knowledge and skills developed in the Practice sequence, particularly the Generalist Intervention model, coupled with “strengths perspectives” and empowerment practice with individuals, groups, and families. This concentration-year course emphasizes advanced skills and knowledge. Knowledge gained from Human Behavior in the Social Environment (I & II) provides a foundation for understanding the normative aging process, as well as other biopsychosocial issues. As aging is dynamically tied to policy issues and concerns, this course builds on materials from previous policy courses. Knowledge gained in qualitative and quantitative research methodologies provides tools to evaluate assessment and intervention strategies effectively. This course, building on materials from other foundation and concentration courses, provides the background that will lead students in understanding current social work gerontological practice.

### **V. Educational Objectives**

Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors.

1. Demonstrate the ability to complete basic biopsychosocial assessment of an older adult.
2. Demonstrate knowledge of practice concepts and skills regarding the diverse needs and capabilities of older adults and their family systems.
3. Demonstrate professional expertise in translating practice concepts and skills into effective interventions that are appropriate for meeting the diverse needs and capabilities of older adults and their family systems.
4. Demonstrate the ability to engage, assess, and implement appropriate social work interventions.
5. Demonstrate the ability to respond to the common physical, mental health, and social/emotional challenges facing older adults.
6. Demonstrate the ability to engage and assess intergenerational family systems.
7. Understand the needs for long-term care and health care programs such as Medicare and Medicaid, to deal with needs, including home- and community-based long-term care and institutionalization.
8. Understand the problems and issues of dementia patients and caregiving and caregiver support.

### ***Requirements for Virtual and In-Person Class Meetings***

We will have a combination of in-person and Zoom virtual meetings. We will have in-person class sessions on 1/11, 2/1, 2/15, 3/1, 3/15, 3/29, and 4/12. All other sessions will be held using Zoom virtual conferencing software. Both in-person and virtual class sessions will be held Mondays at 4:00 pm. Attendance and participation are required components of this course. (Zoom features a mobile app that allows you to participate “on the go” if necessary.) Instructions for joining Zoom meetings are provided in *Canvas*.

### **VI. Teaching Methodologies**

Course objectives will be accomplished through the instructor’s provision of a stimulating schedule of readings, lectures, quizzes, article analyses, video clips, role plays, and discussions by class participants. Each lecture is based on a text book, supplementary book chapters, and articles. The course is composed mainly of live sessions via Zoom. The course is designed to maximize self-directed learning by applying course concepts in quizzes, case analyses, article analyses, and written assignments. Students should read assigned chapters, articles, and weekly assignments **prior** to class. During class sessions, students will discuss the completed assignments and assigned reading chapters.

Emphasis is placed on active student participation during all classes. Although the course is based on Zoom, it is expected that students will participate actively in class sessions. In addition to Zoom sessions, students must conduct self-study (e.g., completing case analyses, watching video clips, and other homework assignments). The course is designed to maximize self-directed learning by applying course concepts in individual assignments.

The instructor will use *Canvas* to post handouts, reading materials, and announcements, such as changes to class sessions and assignment details. Students must complete all assigned readings, review handouts, and check for announcements in order to remain current on content presented on *Canvas*.

### **VII. Academic Service-Learning**

This course is designated as an “**academic service-learning**” (**AS-L**) course. The assistance that you provide to the FAU Louis and Anne Green Memory and Wellness Center during your academic AS-L experience is a service to the community that allows you to apply knowledge from the course to local, national, and/or global social issues. You will reflect on your AS-L experience with regard to its impact on the community and on your professional development. You will report AS-L hours (minimum 10 hours) to your faculty instructor and those hours will post to your transcript. You are required to respond to an AS-L Student Survey at the end of your AS-L project. The Weppner Center for LEAD & Service-Learning website, [www.fau.edu/leadandserve](http://www.fau.edu/leadandserve), contains the survey link and information on the AS-L program.

### **VIII. Student’s Assumption of Risk Statement**

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I agree to assume those risks in order to gain benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University, and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

## Course Assignments and Grading

<u>Assignment</u>	<u>Due Date</u>	<u>Percentage of Grade</u>
Homework Assignment	TBA	10%
Mid-term Exam	3/8	20%
Video Clip Analyses	TBA	10%
Assessment and Treatment Analysis	2/15	10%
Major Project	4/5	20%
Final Exam	4/26	25%
Class Participation	Every session	5%
Total		100%

The grading scale for this course is as follows:

94-100 = A	80-83 = B-	67-69 = D+
90-93 = A-	77-79 = C+	64-66 = D
87-89 = B+	74-76 = C	60-63 = D-
84-86 = B	70-73 = C-	0-59 = F

**Incomplete Grades:** A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete. This requires a signed contract with the instructor, indicating which assignments need to be completed and within what timeframe. The Graduate Catalogue contains complete information on this matter.

### 1. Midterm Exam and Final Exam

Both exams will be taken **online in the CANVAS Learning Management System**. Exams are given on specific dates. **Exams will be timed**. Questions will include multiple choices, short answers, and essay questions. They will be drawn from the assigned readings, lectures, case analyses, class discussions, video clips, and other class activities.

There are no make-up exams. FAILURE TO TAKE AN EXAM IS A SUFFICIENT REASON FOR COURSE FAILURE.

## **2. Homework Assignment**

Students will complete a case analysis that is relevant to the class topic of that week. Each case analysis should be submitted on *Canvas* in either Word or Pages format prior to the class session so students can discuss the case in class. The instructor will upload the case scenario and questions on *Canvas* (under the assignment) 1 week prior to the class session. Students are expected to review the scenario thoroughly and analyze it based on the content and skills that were learned in this course. A rationale based on chapters, articles, or other materials should be provided to support answers.

The *file name* should be: Your first and last name. Page numbers are required. Include a title page that includes your name. Follow APA style (7th ed.), using 1-inch margins, Times New Roman 12-point type face, and double spacing. A tutorial on APA style can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>. Grammar, sentence structure, and spelling are critical social work skills that matter in professional documentation; errors in these will reduce the grade. The paper will be submitted by uploading on *Canvas*.

## **3. Video Clip Analyses**

The instructor will upload video clips relevant to the class topic. Students will watch the clip and answer relevant questions based on the clip. The video clip and questions will be uploaded on *Canvas* 1 week prior to the class session to allow students to discuss the clip in the Zoom session. The paper will be submitted by uploading on *Canvas*.

## **4. Assessment and Treatment Case Analysis for an Elder Client**

Students will be given two case scenarios. Students will review each case thoroughly and provide biopsychosocial assessments for the clients in the case scenario. Then students will develop a treatment plan, including goals/objectives/tasks and specific interventions based on the biopsychosocial assessment. The purpose of this assignment is to assess the older client's (or clients') problem/conditions, identify appropriate assessment tools for accurate assessment, and develop a specific treatment plan, using appropriate social work skills. Each assessment and treatment case analysis is worth 10%, for a total of 20%.

The assessment and treatment plan is a comprehensive biopsychosocial evaluation of an elder client. The assessment should demonstrate understanding of application of the strengths perspective, with attention directed toward understanding diversity content, as well as the impact of various social and economic justice issues on older adults. The analysis papers will be submitted by uploading on *Canvas*.



**Grading Criteria:** (a) accurate assessment; (b) identification of appropriate tools; (c) use of appropriate treatment plan, and (d) determination of specific interventions and social work skills to meet the treatment goals/objectives.

The assessment should be written in **narrative style**. Follow APA style (7th ed.), with 1-inch margins, double-space, using Times New Roman, 12-point typeface. The paper should range from 5 to 8 pages, excluding a cover page and references page.

## **5. Major Project: Choose Option A or Option B**

You can choose either (a) Option A: field visits to the FAU Louis and Anne Green Memory and Wellness Center, or (b) Option B: Evidence-Based Practice/Intervention Paper.

### **Option A: Academic Service-Learning (AS-L)**

You will participate in a community-based service-learning opportunity at the FAU Louis and Anne Green Memory and Wellness Center. This experience integrates community service with instruction and reflection. It is designed to enrich the learning experience through hands-on activity. Reflect on your AS-L experience and its impact on the community and on your professional development. This center requires a background check before you are allowed to participate in the AS-L at the agency.

You will be required to serve the Memory and Wellness Center for a **minimum of 10 hours** and submit a guided reflection and analysis paper. You may include this activity as AS-L hours on your academic transcript.

Due to COVID-19, you will participate in virtual day activities offered by the Center. Participants at the Center have a mild or moderate level of dementia (e.g., Alzheimer's disease, vascular dementia, dementia due to Parkinson's Disease, frontotemporal dementia). The Center provides a virtual day activity program, including neuropsychological testing, chair yoga, music therapy, and a caregiver support group. You will engage in various activities with participants and their caregivers. For example, in the caregiver support group, you will assist the group leader to facilitate meetings and assist caregivers in gaining access to community services (free meals or housekeeping). It is mandatory to complete HIPAA training course prior to this experience.

After a minimum of 10 hours, you will submit a guided reflection and analysis paper. The paper should be written in **narrative style**. Follow APA style (7th ed.), with 1-inch margins, double-spacing, using Times New Roman 12-point typeface. The paper should range from 3 to 4 pages, excluding a cover page and references page.

### **Option B: Intervention for Older Adults**

This assignment will provide an opportunity to learn therapeutic modality and intervention skill(s) by examining scholarly literature related to interventions for certain disorders in older adults. Select both (a) type of disorder (Alzheimer's disease or other dementia, depression, anxiety, osteoarthritis, chronic pain), and (b) type of intervention (e.g. music therapy, animal-assisted therapy, yoga). Search for a research article published between 2011 and 2021 that includes a type of intervention and a type of disorder, such as an article on the effects of animal-assisted therapy with older adults with dementia, problem-solving therapy for older adults with a chronic disease, music therapy for older adults with Alzheimer's Disease, cognitive stimulation therapy for older adults with dementia, art therapy for older adults with Alzheimer's disease, psychoeducation for family caregivers, mindfulness-based therapy for older adults with anxiety, interpersonal therapy for older adults with depression, therapeutic drama for older adults with depression, etc.).

#### **Select One Disorder**

- Alzheimer's disease
- Other dementia (e.g., Lewy body dementia, vascular dementia)
- Depression
- Anxiety
- Osteoarthritis
- Chronic pain

#### **Select One Experiential Intervention**

- Music Therapy
- Art Therapy
- Animal-Assisted Therapy
- Yoga Therapy
- Mindful Meditation
- Message Therapy
- Cognitive Stimulation Therapy
- Problem-Solving Therapy

**Section 1.** Describe the selected intervention for older adults with the selected certain disorder (e.g., What is animal-assisted therapy? How could the intervention be used with older adults with Alzheimer's disease?). In what setting(s) can the intervention be used (e.g., assisted living facilities, memory clinics, nursing homes, independent living facilities, hospitals)? You may use a textbook, supplementary book, or other articles for descriptions of the selected intervention.

**Section 2.** Identify **one** research article, published between 2010 and 2021, that reports **empirical data** (*no systematic review or meta-analyses, no conceptual*

articles) to evaluate direct practice with older adults related to the selected intervention.

- a. Describe in detail the research methodology (design, recruitment process, sampling, measures).
- b. Summarize the article and discuss the study findings and conclusions.
- c. Evaluate and discuss the significance of the findings for direct practice with older adults.

**Section 3.** Discuss why and how your selected intervention will be of value to the population that you have selected. Identify and discuss specific issues and concerns to consider in serving this particular population.

**Section 4.** Present specific plans for **two** sessions of your selected intervention. Articulate your goal for each session. In detail, describe your plan for implementing this intervention with this group. How will you know whether your intervention has been successful?

This paper should range from 6 to 10 pages (no more than 10 pages, excluding title and reference pages). Follow APA style (7th ed.) Use 1-inch margins, double spacing, and Times New Roman 12-point typeface. A tutorial on APA style can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>. Failure to follow APA style will reduce the grade substantially. The paper will be submitted by uploading on *Canvas*.

Grading criteria: (a) mastery of the selected intervention; (b) clear understanding of the articles; (c) appropriate use of literature; (d) critical analysis of research methods; (e) clear organization of the paper; (f) quality of the writing; (g) grammar, punctuation, and sentence structure; and (h) use of APA 7th ed. style, including proper citations.

## **6. Class Participation**

Class participation is essential in this interactive learning experience. Evaluation of participation will be based on the following criteria: (a) functions within clearly defined professional boundaries (attends Zoom or in-person classes, joins the in-person or Zoom meeting on time, is prepared for class by completing readings in advance, completes assignments in timely manner); (b) demonstrates personal reflection and self-correction to ensure continual professional growth; (c) demonstrates professional demeanor in class (is respectful of others, is self-initiating, asks relevant questions, actively participates in class discussions and other experiential exercises); (d) consults with the professor to advance professional development; and (e) recognizes and manages personal values in a way that allows professional values to guide practice.

### ***Policy on due dates and assignments***

All assignments (with a hard copy version) are to be submitted by uploading on Canvas on the due dates. For each day that an assignment is late, 3 points will be deducted from the achieved grade. Assignments more than 5 days late will not be accepted and will be graded as F.

### **VIII. Course Expectations and Requirements**

To be successful in this course, students must allocate sufficient time to attend class, complete all required readings, and plan ahead several weeks in preparing class assignments. Students are expected to complete assigned readings prior to class and be prepared to engage actively in critical thinking and sharing ideas.

No extra credit will be allowed. The assignments are intended to demonstrate progressive understanding of the biopsychosocial process of aging, related concepts, and direct practice with diverse older persons.

The MSW program expects each student to exhibit a certain level of mastery in written communications. It also expects each student to seek to improve his or her skills in the interest of professionalism. Accordingly, a written assignment should be submitted with an absolute minimum of errors in spelling, grammar, syntax, and so forth. While this is not an English class, the overall readability of a paper affects how that paper will be understood and graded. The university offers assistance to those who need help with writing skills. All written work must be typed or word processed. As social work practice involves extensive use of writing skills, strictness on the instructor's part is another way to ensure that students will present their views in a professional manner.

### **COVID-19 Statement**

***All students are required to wear a mask during face-to-face class sessions and sanitize their personal workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students who experience flu-like symptoms (fever, cough, shortness of breath) or who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).***

### **IX. Required Textbook**

The required textbook for this course is available at the campus bookstore:

McInnis-Dittrich, K. (2019). *Social work with older adults: A biopsychosocial approach to assessment and intervention (5th ed.)*. Pearson.

## X. Supplementary Textbook

Youdin, R. (2014). *Clinical gerontological social work practice*. Springer.

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

### Recommended Guide:

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*.

Other course readings may be distributed via *Canvas* (<http://canvas.fau.edu>). Set notifications on *Canvas*, including whether email notifications should go to FAU email or another address (FAU email is generally preferred). If you experience problems, log on to MyFAU or *Canvas*, or contact the help desk at 561.297.3999.

## XI. Course Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class session when we will be discussing them.

***Readings, except for the first class, are due on date listed. All reading materials except chapters from the required text are posted on Canvas. (Note: The instructor reserves the right to make changes in the course calendar if necessary).***

**The instructor reserves the right to adjust this syllabus as necessary.**

### Course Outline and Reading Assignments

Class session/ date	Topics	Required readings	Due
<b>Unit 1: Age, Aging</b>			
Session 1: Jan. 11	<b>Introduction: Syllabus review</b>  <b>Demographics of aging and health from global and domestic perspectives</b>  <b>Current COVID-19</b>	Textbook: Chapter 1  Gammon, E., Weir, P. L., Horton, S., & McNevin, N. (2016). Successful aging through the years: Past and present interpretations and the future of an integrated model. <i>Critical Reviews in Physical and Rehabilitation</i>	

	<b>pandemic and older adults</b>	<i>Medicine</i> , 3, 187-201.	
Jan. 18	<b>No Class</b> M.L. King, Jr. Day		
<b>Unit 2: Aging Process and Physical Health Concerns of the Aged and Their Families</b>			
Session 2: Jan. 25	<b>Biological theories of aging</b>  <b>Chronic illness care and health-related issues in geriatric populations</b>	Textbook: Chapter 2 (pp. 27-42)	
Session 3: Feb. 1	<b>Chronic illness care and health-related issues in geriatric populations</b>  <b>Role of social work in managing chronic illness care</b>	Textbook: Chapter 2 (pp. 43-53)  Barr, V., Robinson, S., Marin-Link, B., Underhill, L., Dotts, A., Ravensdale, D., & Salivaras, S. (2003). The expanded chronic care model. <i>Hospital Quarterly</i> , 7(1), 73-82.  Youdin, R. (2014). Medical problems in older adults. In R. Youdin (Ed.), <i>Clinical Gerontological Social Work Practice</i> (pp. 113-125). Springer. (posted on Canvas)  2019 American Geriatrics Society Beers Criteria® Update Expert Panel, Fick, D. M., Semla, T. P., Steinman, M., Beizer, J., Brandt, N., Dombrowski, R., DuBeau, C. E., Pezzullo, L., Epplin, J. J., Morden, E., Hanlon, J., Hollman, P., Laird, R., Linnebur, S., & Flanagan, N. (2019). American Geriatrics Society 2019 updated AGS Beers Criteria® for potentially inappropriate medication use in older adults. <i>Journal of the American Geriatrics Society</i> , 67(4), 674-694.	

<b>Unit 3: Mental Health Concerns and Cognitive Disorders</b>			
Session 4 Feb. 8	<b>Emotional and cognitive disorders</b>  <b>Late-life depression</b>  <b>Current COVID-19 pandemic and social isolation/loneliness in older adults</b>  <b>Alzheimer's disease and other dementias</b>	Textbook: Chapter 3 (pp. 61-77) Chapter 5 (pp. 110-116) Chapter 8 (pp. 221-228)  Youdin, R. (2014). Psycho-pathological problems in older adults. In R. Youdin (Ed.), <i>Clinical gerontological social work practice</i> (pp. 83-95). Springer.	
Session 5 Feb. 15	<b>Emotional and cognitive disorders (continued)</b>  <b>Mild cognitive impairment (MCI)</b>  <b>Dementia with Lewy bodies</b>  <b>Frontal lobe dementia</b>  <b>Vascular dementia</b>  <b>Parkinson's disease dementia</b>	Textbook: Chapters 5 (pp. 118-128)  Hall, C. A., & Reynolds, C. F. (2014). Late-life depression in the primary care setting: Challenges, collaborative care, and prevention. <i>Maturitas</i> , 79(2), 147-152.	Assessment and Treatment Analysis 1

<p>Session 6 Feb. 22</p>	<p><b>Emotional and cognitive disorders (continued)</b></p>	<p>Textbook: Chapter 5 (pp. 118-128)</p> <p>Youdin, R. (2014). Alzheimer's disease and other dementias. In R. Youdin (Ed.), <i>Clinical gerontological social work practice</i> (pp. 97-111). Springer. (posted on Canvas)</p> <p>Wang, H., Li, T., Barbarino, P., Gauthier, S., Brodaty, H., Molinuevo, J. L., Xie, H., Sun, Y., Yu, E., Tang, Y., Weidner, W., &amp; Yu, X. (2020). Dementia care during COVID-19. <i>The Lancet</i>, 395(10231), 1190-1191. <a href="https://doi.org/10.1016/S0140-6736(20)30755-8">https://doi.org/10.1016/S0140-6736(20)30755-8</a></p>	
<p>Session 7 March 1</p>	<p><b>Emotional and cognitive disorders: pharmacological and nonpharmacological treatment</b></p>		
<p>Session 8 March 8</p>	<p><b>Working with older adults' support systems: spouses, partners, families, and caregivers</b></p> <p><b>Caregiving</b></p> <p><b>Stress of caregiving</b></p> <p><b>Depression in caregivers</b></p> <p><b>Caregiver support groups</b></p>	<p>Textbook: Chapter 12</p>	<p><b>Mid-term exam</b></p>



<b>Unit 4: Intervention Modalities</b>			
Session 9 March 15	<b>Social work interventions for older adults for socioemotional and cognitive problems in older adults</b>	Textbook: Chapters 6 & 7  Serdarevic, M., & Lemke, S. (2013). Motivational interviewing with the older adult. <i>International Journal of Mental Health Promotion</i> , 15(4), 240-249.  <b>Due: Assessment/Service Treatment Plan</b>	
Session 10 March 22	<b>Social work interventions for older adults for socio-emotional and cognitive problems in older adults (continued)</b>	Textbook: Chapters 6 & 7  Fouk, M. A., Ingersoll-Dayton, B., Kavanagh, J., Robinson, E., & Kales, H. C. (2014). Mindfulness-based cognitive therapy with older adults: An exploratory study. <i>Journal of Gerontological Social Work</i> , 57(5), 498-520.	
Session 11 March 29	<b>Social work interventions for older adults for socio-emotional and cognitive problems in older adults (continued)</b>	Textbook: Chapters 6 & 7	
Session 12 April 5	<b>Long-term care: Care and residential settings for older adults</b>  <b>Diverse range of long-term care service</b>  <b>Age-friendly communities</b>  <b>Transportation</b>  <b>Housing initiative</b>	Textbook: Chapter 13  Youdin, R. (2014). Care and residential settings for older adults. In R. Youdin (Ed.), <i>Clinical gerontological social work practice</i> (pp. 179-191). Springer. (posted on Canvas)  Koenig, T. L., Lee, J. H., Macmillan, K. R., Fields, N. L., & Spano, R. (2014). Older adult and family member perspectives of the decision-making process involved in moving to assisted living. <i>Qualitative Social Work</i> , 13(3), 335-350.	<b>Intervention Analysis</b>

Session 13 April 12	<b>Long-term care: care and residential settings for older adults (continued)</b>  <b>Decisions and appropriate use of supervision</b>	Textbook: Chapter 11	
Session 14 April 19	<b>End-of-life care for older adults</b>  <b>Process of dying</b>  <b>Role of the social worker in the dying process</b>  <b>Bereavement and grief</b>  <b>Hospice care</b>  <b>Advance directives</b>  <b>Ethical dilemmas in death and dying</b>  <b>Caregiver stress</b>	Textbook: Chapter 11  Peres, J. (2016). A time and place: The role of social workers in improving end-of-life care. <i>Journal of Social Work in End-of-Life &amp; Palliative Care</i> , 12(3), 185-194.	Weekly Case Analysis
April 26	<b>Final Exam</b>		

### **Course Delivery Mode**

This course will be composed mainly of Zoom synchronous classes. You must log into CANVAS with your FAU ID and password to access the materials and assignments. If you do not know your FAU ID or password, click <http://www.fau.edu/oit/accounts/index.php>

The course is organized into weekly units. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each week, you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week's topic. Assignments are listed within the unit.

### **Minimum Technology and Computer Requirements**

#### **Hardware**

- Dependable computer
- Computer speakers

- Headset with microphone
- Webcam

### Software

- Microsoft 365 Suite
- Reliable web browser (recommended Chrome or Firefox)
- *Canvas* mobile app: Download instructions for or Android device
- Adobe Reader
- Adobe Flash Player

### Internet Connection

- Recommended: Broadband Internet connection, speed 4 Mbps or higher
- To function properly, *Canvas* requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). Minimum Internet connection speed to access *Canvas* is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

### Basic Computer Specifications

- Operating system: Computer that can run Mac OSX or Win XP or higher
- Peripherals: A backup option to minimize loss of work—external hard drive, USB drive, cloud storage, or your folder on the FAU server.
- Software
  - Visit <http://canvas.fau.edu> to check for LMS compatibility with your computer (Google Chrome tends to work best). Make sure that your Internet browser is compatible and that you have all recommended plug-ins installed.
  - Other software may be required for specific learning units and/or modules; the links to download and install them will be provided within the applicable unit and/or module. You may also need headphones with a microphone for videoconferencing sessions.

### Minimum Technical Skills Requirements

The general and course-specific technical skills that are necessary to succeed in the course include but are not limited to:

- Accessing the Internet
- Using *Canvas* (including taking tests, attaching documents)
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools
- Copying and pasting functions
- Downloading and installing software

- Using presentation, graphics, and other programs
- Posting and commenting in an online discussion
- Searching the FAU library and websites

## Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Plan appropriately. If a problem occurs, it is essential that you take immediate action to document the issue so the instructor can verify and take appropriate action. Most issues in *Canvas* can be resolved by clicking on the “Help” tab located on the menu bar. When a problem occurs, click “Help” to report a problem, live chat with *Canvas* support, search *Canvas* guides, or take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance  
Eduardo Santiago, eLearning Success Advisor, 561-297-3590 or [esantia5@fau.edu](mailto:esantia5@fau.edu)
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. *Canvas* has its own help system (including chat and phone options).
4. Send a message within *Canvas* to your instructor to notify him/her of the problem. Include all pertinent information of the incident.
5. If you do not have access to *Canvas*, send an email to your instructor with all pertinent information of the incident.
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

## Support Services and Resources

Office of Information Technology Online Help Desk	<a href="http://helpdesk.fau.edu">http://helpdesk.fau.edu</a>
FAU Libraries Website	<a href="http://www.fau.edu/library">http://www.fau.edu/library</a>
Center for Learning and Student Success	<a href="http://www.fau.edu/class">http://www.fau.edu/class</a>
University Center for Excellence in Writing	<a href="http://www.fau.edu/UCEW">http://www.fau.edu/UCEW</a>
Math Learning Center	<a href="http://www.math.fau.edu/MLC">http://www.math.fau.edu/MLC</a>
Office of Undergraduate Research and Inquiry	<a href="http://www.fau.edu/our">http://www.fau.edu/our</a>
Student Accessibility	<a href="http://www.fau.edu/sas">http://www.fau.edu/sas</a>
Office of International Programs and Study-Abroad	<a href="http://www.fau.edu/goabroad">www.fau.edu/goabroad</a>
Freshman Academic Advising Services	<a href="http://www.fau.edu/freshmanadvising">http://www.fau.edu/freshmanadvising</a>

## Online Attendance Policy

It is imperative that you meet course deadlines. If you experience major illness, absence due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

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