

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT NAME:
SOCIAL WORK

COLLEGE OF:
Design & Social Inquiry

RECOMMENDED COURSE IDENTIFICATION:

PREFIX SOW COURSE NUMBER 6161 LAB CODE (L or C) Class
 (TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

COMPLETE COURSE TITLE

SOCIAL WORK WITH AGING POPULATIONS

EFFECTIVE DATE

(first term course will be offered)

CREDITS: 3

TEXTBOOK INFORMATION: SCHNEIDER, R. L., KROPP, N.P., & KISOR, A.J. (2000). GERONTOLOGICAL SOCIAL WORK. BELMONT, CA: BROOKS/COLE

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES: THIS IS AN INTRODUCTION TO SOCIAL GERONTOLOGY FOR GRADUATE LEVEL SOCIAL WORK STUDENTS. THE COURSE PROVIDES A BIO-PSYCHO-SOCIAL INTRODUCTION TO SOCIAL GERONTOLOGY FROM A SOCIAL WORK PERSPECTIVE.

PREREQUISITES: NONE

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

EXPERTISE IN SOCIAL GERTONOLGY

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. NONE

Michael Kane PhD, LCSW mkane@fau.edu 297 2461,

Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

<p><i>Approved by:</i></p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p><i>Date:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>To access Guidelines and download this form, go to: http://www.fau.edu/graduate/facultyandstaff/programs/committee/index.php</p> <p>Written Consent—required from all departments affected.</p>
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Email this form and syllabus to diamond@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SOW 6161 CRN 55899
SOCIAL WORK WITH AGING POPULATIONS**

Semester: Summer	Classroom:
Start/End Date: May 9-13, 2011	Class Times: 9:15 - 4:25 M-F
Instructor: M.Kane PhD, LCSW, ACSW	Office Hours: One hour before class, and by appt.l
Phone: 561-297-2461	Office Location: SO 284G (Boca)
Email: mkane@fau.edu	Web: www.fau.edu/ssw
Blackboard: http://blackboard.fau.edu	

COURSE DESCRIPTION

The primary foci of this course will be to present to the student the aging experience from a social work perspective, to illustrate the bio-psycho-social aging process and to dispel ageist myths and negative attitudes attributed to an older population. The student will gain an understanding of the phenomenon of bio-psycho-social aging, focusing on its effect on the individual, the family, the community, and national social policy. Attention will be given to how social workers address these special issues, problems, and trends that arise in an aging society.

RELEVANCE TO THE EDUCATIONAL PROGRAM

Social Gerontology/Social Work Issues with Older Adults is an elective in the social work curriculum. This is an important course for students preparing for careers in social work and related health, mental health, and administrative disciplines. Building on the knowledge, skills, and values of the required course work, this course will present additional material on the policies, programs and practices that affect the elderly and their families. This course will provide information and heighten the student's awareness about the biological and psychological development and socialization of older adults as understood by professional social workers. Following this biopsychosocial theoretical base, the course will focus on special problems faced by the elderly, interventions for their solutions, social policy and planning issues and trends affecting aging in the future.

Some of the problems that will be addressed are:

- a. The diversities of role and status of older adults, both as a population group and as a potential client group.
- b. The major health, mental health, social and economic issues facing and affecting the older population.

- c. The scope of policies and human social services available and endeavoring to meet the needs and problems of the aged.
- d. Populations at risk: older women, ethnic and sexual minorities

COURSE OBJECTIVE AND OUTCOMES:

The goal of this course is to (1) sensitize students to societal ageism and (2) to prepare students with a specialized knowledge and skill base for social work practice with older persons.

The following outcomes are expected of students:

1. Students will identify basic and historic values for social work practice with elders and their families.
2. Students will demonstrate basic social work knowledge and skill necessary for brokerage and advocacy on behalf of elders and their families, especially populations at risk and groups that have experienced social and economic injustice, including women, immigrant groups, gay/lesbian, Haitian, Latino, and African and Caribbean American elders.
3. Students will identify special needs of older persons as they related to health and mental health issues, building on social work assessment strategies.
4. Students will have acquired an understanding of the bio-psycho-social process of aging and related concepts.
5. Students will be able to identify ageist attitudes and action, and their impact upon social policy and social service delivery to society's older persons.
6. Students will demonstrate knowledge in assessment and intervention with elders based upon compliance with the Social Work's Code of Ethics.
7. Students will demonstrate beginning skills to evaluate social work research findings relating to aging and elders.
8. Students will demonstrate social work practice competence through the integration of social work practice knowledge and skill using social work theories/models of empowerment, strengths perspectives, and systems theory.

TEACHING METHODOLOGY

The teaching methods in this course will include lectures, discussions, student presentations, assigned readings, and audio visual aids.

COURSE ASSIGNMENTS and GRADING

Weight of Individual Activities toward the Course Grad

- Assignment 1 – 10%
- Assignment 2 - 40%
- Assignment 3 – 40%
- Assignment 4 – 10%

Required Assignments and Their Description:

1. Students will be expected to complete course readings relevant to class presentations in order to fully

participate in group activities. Mastery of these readings will be evidenced in discussion, classroom activities, and participation. (10%)

2. TERM PROJECT: CHOSE OPTION I or II (40%)

Option. I. Each student will be expected to select a topic from a list of suggested topics and report on that topic as it impacts elder populations and service delivery. **Students will be expected to do an oral presentation on this material the last day of class and a written summary.**

The written summary should include a brief literature search and documentation of the topic presented in class. This paper should not exceed 10 pages in length. Grammatical structure, spelling, neatness are essential. Papers must be typewritten or computer printed, and must follow APA format. The paper will be due 2 weeks following the course conclusion.

Option II – Review 3 journal articles on aging. Write a detailed summary of each. Be prepared to talk about the articles on the last day of class. One article should consider social work with memory impaired clients, one article should consider social work treatment of substance abuse and older persons, and the third article may be an area of your choice.

3. Final exam will occur on the final day of class (40%). This exam is comprehensive and includes various answer formats (Multiple choice, T/F, Short answer, essay, etc.)
4. Attendance is essential since this is an interactive learning experience (10%).

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

Professional Expectations:

The social work program at FAU has a responsibility to the public and to the profession to graduate professional social workers that are, at a minimum, competent to practice at a beginning level. The School of Social Work is also mandated by CSWE to foster and evaluate student professional development. To that end, instructors must provide clear expectations concerning what is professional and unprofessional behavior, as well as provide feedback to students throughout the course. The three most common problem areas that this instructor has seen are in the areas of class tardiness, disrespect to instructor and fellow students, and unsatisfactory writing skills.

It is rude and disruptive to be late to class or to return late after the break. The class time is posted and published well in advance of the first day of class. It is entirely the student's responsibility to arrange their lives in such a manner that allows them to be on time to class every session. It is understandable that there are occasional emergencies or unavoidable life events, but it is a mark of lack of professionalism to be late to class more than very occasionally. It is never acceptable to be late on a regular basis (e.g., because one's work schedule conflicts with class). Call or email the instructor if you know that you are going to be late to make sure that you will not be too disruptive to that class's planned events.

It is disrespectful to engage in conversation during class. One should not interrupt the flow of the instructor's lecture. Likewise, one should listen respectfully to fellow students without making disparaging comments. It is

important that everyone feel safe enough to express his or her views. It is a hallmark of professional social work that we embrace diversity in our clients and our peers.

The BSW program expects each student to exhibit a certain level of mastery as concerns written communications. It also expects each student to constantly seek to improve his or her skills in the interest of professionalism.

Accordingly, all written assignments should be turned in with an absolute minimum of errors in spelling, grammar, syntax, etc. While this is not an English class, the overall readability of a paper affects how that paper will be understood and graded. For those who need help with writing skills, the university does offer assistance (at the Davie Campus, go to the Multicultural Affairs office at Module 38G, room 112; also, see <http://www.library.fau.edu/npb/respaper.htm> for writing and research tips)

All written work should be typed or word-processed to maximize readability. Use a dictionary or “spell check” to ensure against error. As social work practice involves the extensive use of writing skills, this strictness on the instructor’s part is another way to ensure students will be able to present their views in a professional manner.

It is expected that all assignments will be turned in on time as outlined in the class schedule below. Late assignments will not be accepted except in very extenuating circumstances (e.g., a documented family emergency or a serious medical illness documented with a physician’s note).

Academic Irregularities, Academic Policies and Regulations:

According to FAU policies, the following constitute Academic Irregularities:

1. The use of materials and devices such as notes, books, calculators, etc., while taking an examination, unless specifically authorized by the instructor; or assistance from or to other persons while taking an examination unless specifically authorized by the instructor acts defined as “cheating”.
2. The presentation of words or ideas from any other source as one’s own is an act defined as plagiarism.
3. The unauthorized obtaining, distributing, or receiving of materials which is, or is purported to be an examination, or part of an examination, without the expressed consent of the instructor.
4. Taking an examination for another person or having another person take an examination, and presenting, or having same presented as one’s own exam.
5. Other activities that interfere with the academic mission of the classroom.
6. Submission of the same, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

For the Academic Policies and Regulations in the Undergraduate Catalog see <http://www.fau.edu/ug-cat/welcome.htm>. This web site contains information on grading, incomplete grades, plagiarism, expectations of Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.*

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.*

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.*

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback*

*Submission of Papers: Students will submit their written assignments on paper and electronically.
Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.*

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. An absence (unexcused), excessive tardiness or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence –

the student may receive a substantial decrease in the final grade.

Policy on Use of Computers and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

Textbooks:

REQUIRED TEXTS:

Schneider, R. L., Kropf, N.P., & Kisor, A.J. (2000). *Gerontological Social Work*. Belmont, CA: Brooks/Cole.

McInnis-Dittrich, K. (2006). *Social Work with Elders*. Boston: Pearson.

Other course readings will be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. **IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU – since you probably do not pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments:

MONDAY

Introduction - Syllabus distribution - course requirements

Normative aging - Theories of biological aging – McInnis Dittrech, - chps 1 (Context of Social Work Practice with Elders); Schneider et al., Ch 2 (Myths & Facts of Aging).

TUESDAY

Physiological aging & the environment – McInnis-Dittrich - Ch. 2 (Biological changes and physical well-being of elders)

Cognitive aging & personality – McInnis-Dittrich - chaps 6 (Social Work in the Socio-Emotional and Cognitive Problems of Elders)

Mental Health (mood disorders, thought disorders/schizophrenia/paraphrenia) - McInnis-Dittrich – Ch 8 (Substance Abuse and Suicide Prevention in Elders), Schneider et al., Ch 12 (Disability & Aging).

WEDNESDAY

Dementia and cognitive deficits

Health Professions willingness to work with older people

Long-term care - Schneider et al., Chapters 5, 6, 7, & 8 (Case management for gerontological social workers, Home health and community services, Hospital discharge planning, and nursing homes).

THURSDAY

Social theories, policies, & social support – Schneider et al., chap 3 (Social Problems & Policies and Elders).

Sex & aging -

Retirement, Death & Bereavement - check Blackboard

FRIDAY

Class presentations

Consent & competency

Final exam

Recommended Project/Paper Topics

Reminiscence Therapy
 Special Care Units Versus Main-streaming in Long-term care for Elders with Alzheimer's Disease
 Federal & State Long-term Care Policy
 Poverty & the Elderly
 Poverty & widows
 Mental Health Policy & the Elderly
 Cultural Aspects of Aging
 Guardianship of the Elderly
 Psychopathology & the Elderly
 Housing options for the elderly poor
 Validation Therapy
 Reality Orientation
 Socialization and the elderly
 Holocaust survivors
 Memories of Immigrants
 Memories of Aging African Americans surrounding Jim Crow Laws
 Multi-generational homes & families
 Suicide and aging
 Aging Gay & Lesbian people
 Retirement & retirement planning
 Disengagement theory
 Activity theory
 Recreation/activity & Institutionalization of elders
 Chemical restraints in long-term care facilities
 Willingness to work with elders among the professions
 Attitudes of health care professionals toward the elderly
 Erickson's last stage: Ego integrity versus despair
 Polysubstance abuse and the elder
 Spirituality and aging
 Ageism in American culture
 Pet therapy in long-term care
 Chronic disease in aging populations
 Volunteerism and aging
 The psychiatric continuum of care for aging persons with mental illness
 Espress/Informed consent & the older person
 Politics & Organizations of aging: AARP, Grey Panthers, etc.
 Sex & aging

Insurance/Medicare options for America's older people

Other topics may be appropriate....Please consult with the instructor prior to selection of a topic not on this list.

BIBLIOGRAPHY

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SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the L.A. Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>, and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf>, or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.