



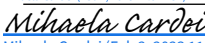
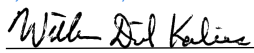
 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Social Work College College of Social Work and Criminal Justice		
Current Course Prefix and Number SOW 6646		Current Course Title Advanced Theory & Social Work Practice with Elders & Families	
Syllabus must be attached for ANY changes to current course details. See Template . 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: _____ Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: SOW 6533 AND SOW 6306/ B- (for both courses) 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: Fall 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Joy McClellan. jmccl2@fau.edu 561-297-2864			
Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean  UFS President _____ Provost _____		Date 1/17/23 1/17/23 1/17/23 Feb 2, 2023 Feb 2, 2023 Feb 2, 2023 _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

FLORIDA ATLANTIC UNIVERSITY
School of Social Work
SOW 6646 Advanced Theory & Social Work Practice with Elders & Families
CRN XXXX

<i>Semester:</i>	<i>Classroom:</i>
<i>Start/End Date:</i>	<i>Monday 1pm- 3:50 pm</i>
<i>Instructor:</i>	<i>Office Hours:</i>
<i>Phone:</i>	<i>Office Location:</i>
<i>Email:</i>	<i>Web: www.fau.edu/ssw</i>
<i>Canvas http://canvas.fau.edu</i>	<i>3 credits</i>

COURSE DESCRIPTION

Elder populations in the United States are rapidly increasing. Their needs are as diverse as are they. 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 advanced 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 (including individual, family and group), and policy-related issues.

Organizing principles:

Several organizing principles are operational in this course.

1. The needs of elders constitute a growing challenge to the social work profession. Social workers are frequently expected to assist all populations in the acquisition of resources, including the older populations. 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 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.

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. As a concentration year course, it emphasizes advanced practice 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 material from previous Policy courses. Knowledge gained in qualitative and quantitative research methodologies provide the tools necessary to effectively evaluate assessment and intervention strategies. This course, building on material from other foundation and concentration courses, provides the background that will lead students in understanding advanced social work gerontological practice.

C2: Diversity and difference in Practice

- Assessment and Service/Treatment Plan for an Elder Client: Students will develop a knowledge base to complete a biopsychosocial-spiritual assessment. Students’ knowledge will include assessing the client’s diversity (e.g., race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability) on individual and family life cycle.

C3: Advance human rights

- Student will become aware of the ways that social workers can work to prevent elder abuse (physical, verbal, and financial).

C4 Engage in Practice-informed Research and Research-informed Practice

- Students will identify practice interventions with older adults with disorders (e.g., problem-solving therapy for older adults with late-life depression).

C5 Engage in Policy Practice

- Students will increase their knowledge of health care policy, Medicare/Medicaid, and health care costs and how they impact an older client’s quality of life and physical and mental health.

C7 Assess Individuals, Families, and Groups

- Assessment and Service/ Treatment Plan for an Elder Client: Students increase knowledge of tools such as scales for activities of daily living), cognitive function (Mini-Mental Status Examination), and psychological well-being (Geriatric Depression Scale), etc. Students will explore evaluation of the elder client’s strengths/coping skills and resources, as well as the client’s motivation and potential to benefit from intervention.

TEACHING METHODOLOGY:

This course is delivered on line through Canvas.

COURSE ASSIGNMENTS:

This online course is divided into course modules. The modules/sessions are numbered according to the week of the term. Therefore module/session 1.1 and 1.2 and their associated quizzes should be completed before the end of the first week. You may work ahead, but do not fall behind. There are also readings assigned each week from

Zarit, S. H., & Zarit, J. M. (2007). *Mental Disorders in older adults: Fundamentals of Assessment and Treatment* (2nd ed.). New York: Guilford Press.

Multiple other readings are found in this syllabus. You must read the articles that are attached to the modules/sessions, but other material found in the syllabus is NOT required. There is much other material available to you on this Canvas site, but it is NOT required.

Week #	Date	Session	Quiz	Topic	Reading
1	January 9, 2023– In classroom	1	1	Introduction/Agism	Zarit, Ch. 1
2	January 16, 2023 -Martin Luther King Day - On line	2	2	Longevity	Zarit, Ch. 2 pp 1-40 Quiz 1 & 2 due 1/22/23 at 11pm
3	January 23, 2023 In classroom	3	3	Health, Illness & Aging	Zarit, Ch. 3
4	January 30, 2023 in classroom	4	4	Psychological aspects of aging (Overview of Mood, Thought & Substance disorders)	Zarit, Ch. 4, 40-98 Quizzes 3 & 4 due 2/6//22 at 11:50 pm
5	February 6, 2023 On line	5	5	Neurocognitive Disorders	Zarit, Ch. 5 & 6, pp 99-152
6	February 13, 2023 - in classroom	6	6	Grief & Advance Directives	Zarit, Ch. 7 & 8, pp. 153-227 Quizzes 5 & 6 due 2/20/23 at 11:59 pm
7	February 20, 2023 ON line	7	7	Theories & Clinical Work with older adults	Zarit, Ch. 9, 10,
8	February 27, 2023	8	8	Depression & dementia in depth	Zarit, Ch. 11 & 12 pp 228-320

	On line				
	SPRING BREAK March 4- 12, 2023				Quiz 7 & 8 due 3/10/23 at 11:59 pm
9	March 13, 2023 In classroom	9	9	Institutional care – the continuum of care	Zarit, Ch. 13 & 14, 321-379
10	March 20, 2023 On line	10	10	Environments & Home Safety in Aging	Quiz 9& 10 Due 4/1/23 at 11:59 pm
11	March 27, 2023 In person	11	11	Music Therapy	
12	April 3, 2023 On line	12		Special topics	Quiz 11 due 4/10/23 at 11:59 pm
13	April 10 2023 In classroom	13	13	Sex in Aging	Quiz 13 due 4/15/23 at 11:59 pm
14	April 17, 2023 On line	14	14	Mistreatment of older adults	Quiz 14 due 4/20/23 at 11:59 pm
15	April 24, 2023 In classroom	15	15	Death & End of Life options	Quiz 15 due 4/27/23 at 11:59 pm
16	April 27 – April May 1, 2023	16	16	Final exam completed by 5pm	Quiz on Zarit text

QUIZ 16 is based on Zarit & Zarit, and becomes available on December 1 remains open until Wednesday December 15 at 5 PM.

Grading

Quizzes

***Total Points for all
quizzes***

Zarit Quiz is worth

25 Points

***-----
Total Points***

*****Unprofessional Behavior (being late, using technology inappropriately
While in class, Lack of participation in class discussions/role plays, etc.),
may result in a 10% deduction from the final grade.***

Definition of Grades:

A = significantly exceeds assignment/performance expectations (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions)

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis and lacks evidence of research from professional journals or recent or influential books;

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis

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 MSW 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).

Textbooks:

REQUIRED:

Zarit, S. H., & Zarit, J. M. (2007). *Mental Disorders in older adults: Fundamentals of Assessment and Treatment* (2nd ed.). New York: Guilford Press.

STRONGLY RECOMMENDED:

Frazer, D. W., Hinrichsen, G. A., & Jongsma Jr., A.E. (2011). *The Older Adult Psychotherapy Treatment Planner* (2nd Ed.). Hoboken, NJ: John Wiley & Sons.

Feil, N. (2012). *The validation breakthrough: Simple techniques for communication with people with Alzheimer's-type dementia* (3rd Edition). Baltimore: Health Professions Press.

Recommended texts:

Burlingame, V.S. (1995). *Gerocounseling: Counseling elders and their families*. New York: Springer.

Butler, R. N., Lewis, M. I., & Sunderland, T. (1998). *Aging and Mental Health* (5th Ed.). Boston: Allyn & Bacon

Kapp, M. B. (1999). *Geriatrics and the law: Understanding patient rights and professional responsibilities*. New York: Spring Publishing Company.

McInnis-Dittrich, K. (2002). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston: Allyn and Bacon.

Course Outline and Reading Assignments:

Unit 1: Age, aging, and ageism

Students are introduced to the concepts of ageism, including subtle forms of paternalism. Diverse cultural views of aging are further identified to assist in recognizing cultural aspects of ageism. Session 1.

Required readings:

Texts:

REQUIRED:

Zarit & Zarit (2007), Chapters 1 & 2, pp 1-39.

Recommended:

Kapp, (1999). Chapter 1 – Introduction – Demography and epidemiology

Butler et al., Chapter 1 (Who are the Elderly?) and Chapter 2 (Older people and their families)

McInnis-Dittrich, Chapter 1- The Context of Social Work Practice with Elders

Burlingame, Chapter 1 – The gerocounselor

Unit II: Concepts of aging & Unit III: Physical health concerns of the aged and their families

The student will be exposed to a biopsychosocial understanding of the normal aging process.
Session 2,

Required readings:

Texts:

Zarit & Zarit (2007), Chapters 1 & 2, pp 1-39. Chapter 8 (Foundations of Treatment) pp 189-227).

Recommended:

Butler et al., Chapter 3 – Healthy Successful Aging

Kapp. Chapters 2 & 7 Introduction to the Law & Legal System/Elder abuse & Neglect

McInnis-Dittrich, Chapters 2, 3 & 4 – Biological Changes & Physical well-being of Elders/Psychosocial Adjustments to aging/Assessment.

The student will recognize chronic and acute health concerns for the elderly, and their impact upon the elders' well-being and need for social work intervention. Sessions 2.

Unit IV: Mental health concerns of the aged and their families

The student will learn to recognize mental health concerns of the elderly: primarily those related to depression, pseudo-dementia, and dementia.

Sessions 3-4.

Required readings:

Zarit & Zarit (2007), Chapter 3 (Dementia, Delirium & other cognitive problems) (pp 40-77),

Chapter 4 (Mood & Anxiety Disorders) (pp 78-98),

Chapter 5 (Other Mental Health Problems) (99 – 114),

RECOMMENDED: Texts

Butler et al., Chapters 4 (common emotional problems), 5 (common psychiatric problems), 6 (cognitive disorders), & 7 (special concerns: race, gender, and ethnicity)

Feil – The Validation Breakthrough (Chapters 1 -14).

Kapp, - Chapters 7 & 8 – Elder abuse/Involuntary Commitment, Guardianship, Protective Services, Representative Payees, and Powers of Attorney

Burlingame, Chapters 5, 6, & 7 – Goals, Modalities, & Interventions

McInnis-Dittrich, Chapters 5, 6, 7, & 8 Differential Assessment & Diagnosis of Cognitive & Emotional Problems in Elders/Social Work Interventions in the socioemotional and cognitive problems of elders/Alternative Interventions in the Socioemotional problems of elders/Addictive Disorders and Suicide Prevention in elders.

Unit V: Elders, Caregiving, and long-term care

The student will be exposed to concepts of long-term care; including institutionalization, day care and community-based programs. Family caregiving is also addressed. Particular attention will be focused on assessment of needed-services, as well as predictors of institutionalization. Sessions 10 & 11.

Required readings:

Zarit & Zarit (2007). Chapter 13 (Family Caregiving) (pp 321-350) & Chapter 14 (Consultation in Institutional Settings)(pp 351-379).

RECOMMENDED Texts:

Butler, Chapters 10 (How to keep people at home), 11 (Proper Institutional Care) , & 12 (Psychotherapy & environmental therapy)

Kapp - Chapters 9 & 10 – Medico-legal problems in caring for nursing home Residents/Legal Considerations in Home Health Care

Unit VI: Intervention modalities

In this unit, students will become familiar with clinical modalities on the **individual, family, and group levels**. Particular importance is placed on group work, reminiscence therapy, creative arts therapies, and validation therapy.

Sessions 3-4.

Required readings: **Zarit & Zarit (2007)**

Chapter 7 (Psychological testing) (pp 153-188),

Chapter 9 (Treatment of Depression) (pp 228-262)

Chapter 10 (Treatment of Anxiety symptoms) (pp 263-280)

Chapter 11 (Treatment of Paranoid Symptoms (pp 281-298)

Chapter 12 (Treatment of Dementia) (pp 299- 320).

Frazer et al. (2011) – The Older Adult Psychotherapy Treatment Planner

Recommended TEXTS:

Burlingame, Chapter 7 & 8 – Interventions & special disorder interventions

McInnis-Dittrich, Chapters 6, 7, 9, 10, & 12 – Social Work Interventions/Alternative Interventions/Group Work with Elders/Spirituality and Social Work with Elders/Working with Elders Support Systems: SPOUSES, PARTNERS, FAMILIES & CAREGIVERS

Butler et al., Chapters 8 (General treatment principles), 9 (Diagnostic evaluation), 12 (Psychotherapy & environmental therapy) & 13 (Drug and other somatic therapies)

Unit VII: Policy and aging

This unit will focus on policy as it effects elders. Of primary concern are issues tied to reimbursement for long-term care. Session 5

Required reading:

Zarit & Zarit (2007). Pp 380-395

RECOMMENDED:

Kapp (1999). Chapters 5, 6, 11, & 13 – Financing Health Care for Older Persons/Disability

Programs and Protections for Older Persons/Medico-legal issues at the End of Life/Legal Services to Older Persons: Physician-Attorney Cooperation

CLASSROOM CODE

The primary goal of the School of Social Work is to prepare you for professional social work practice. As a result, it is important that you begin to demonstrate professionalism in every aspect of your behavior; including attendance, social interactions, and academic performance. The following guidelines should provide you with a general overview of what is expected. *Students requiring accommodation pursuant to the Americans with Disability Act should be registered with the OSD (Office for Students with Disabilities) and provide documentation of their needs at the first class meeting.*

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*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade or failure. 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 will receive a substantial decrease in the final grade or may fail the course.

CLASS PARTICIPATION

A crucial component of professional social work education relates to an understanding of and adherence to the values of the social work profession and the Code of Ethics of the National Association of Social Workers. Active participation in classroom settings facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers. The effect of class participation on grades will be determined by the instructor.

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).

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 see the FAU Graduate catalogue which contains information on grading, incomplete grades, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

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 LA 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://www.fau.edu/regulations/chapter4/4.001_Honor_Code.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>.

INCOMPLETE POLICY

A grade of “Incomplete” will be considered by the Instructor to be a privilege, not a right. Therefore, it must be earned and the following criteria met:

1. The student must be performing at least “C-level” work on all assignments, due to date at the time that the “Incomplete” is requested.
2. In addition, evidence of adult responsibility on the student’s part will be considered in evaluating the request.
3. The student and faculty must complete an “Incomplete Contract.”
4. Following the completion of the semester, it will be the student’s responsibility to complete the agreed upon assignments in a timely manner, following the contract stipulations.

CALENDAR for SPRING 2023 – Advanced Practice with Elders & Families

Week #	Date	Session	Quiz	Topic	Reading
1	January 9, 2023– In classroom	1	1	Introduction/Agiesm	Zarit, Ch. 1
2	January 16, 2023 -Martin Luther King Day - On line	2	2	Longevity	Zarit, Ch. 2 pp 1-40 Quiz 1 & 2 due 1/22/23 at 11pm
3	January 23, 2023 In classroom	3	3	Health, Illness & Aging	Zarit, Ch. 3
4	January 30, 2023 in classroom	4	4	Psychological aspects of aging (Overview of Mood, Thought & Substance disorders)	Zarit, Ch. 4, 40-98 Quizzes 3 & 4 due 2/6/22 at 11:50 pm
5	February 6, 2023 On line	5	5	Neurocognitive Disorders	Zarit, Ch. 5 & 6, pp 99-152

Practice with Elders 15

6	February 13, 2023 - in classroom	6	6	Grief & Advance Directives	Zarit, Ch. 7 & 8, pp. 153-227 Quizzes 5 & 6 due 2/20/23 at 11:59 pm
7	February 20, 2023 ON line	7	7	Theories & Clinical Work with older adults	Zarit, Ch. 9, 10,
8	February 27, 2023 On line	8	8	Depression & dementia in depth	Zarit, Ch. 11 & 12 pp 228-320
	SPRING BREAK March 4- 12, 2023				Quiz 7 & 8 due 3/10/23 at 11:59 pm
9	March 13, 2023 In classroom	9	9	Institutional care – the continuum of care	Zarit, Ch. 13 & 14, 321-379
10	March 20, 2023 On line	10	10	Environments & Home Safety in Aging	Quiz 9& 10 Due 4/1/23 at 11:59 pm
11	March 27, 2023 In person	11	11	Music Therapy	
12	April 3, 2023 On line	12		Special topics	Quiz 11 due 4/10/23 at 11:59 pm
13	April 10 2023 In classroom	13	13	Sex in Aging	Quiz 13 due 4/15/23 at 11:59 pm
14	April 17, 2023 On line	14	14	Mistreatment of older adults	Quiz 14 due 4/20/23 at 11:59 pm
15	April 24, 2023 In classroom	15	15	Death & End of Life options	Quiz 15 due 4/27/23 at 11:59 pm
16	April 27 – April May 1, 2023	16	16	Final exam completed by 5pm	Quiz on Zarit text

