SOCW 792: Social Work Practice with the Elderly
Spring 2018-Online Course
[This course will be facilitated entirely online via Desire2Learn (https://d2l.sdbor.edu)]

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Inclusiveness/Diversity Statement

The University Of South Dakota School of Health Sciences is committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

Course Description

This elective course is designed to provide students with an in-depth understanding of aging theories and issues related to old age at individual and societal levels for effective social work practice with older adults and their families. This course examines both normative and pathological aging for their impact on physical, psychological, and economic functioning. The course will also discuss social aspects of aging relating to family roles and responsibilities, cultural diversity, support networks, and the use of health and social service. Students will understand the needs of older adults and their families, as defined by race/ethnicity, age, socioeconomic status, gender, sexual orientation and the unique barriers to service manifested from language and cultural differences. Students will learn the policymaking process while focusing on a particular aging related policy area such as health, work and retirement, housing and transportation, and long term care. Upon completion, students will be able to articulate a working definition of social policy practice as it relates to an aging society and understand major economic developments and current societal trends that affect older persons and their families. Students will also understand the processes of agenda building, problem definition, and policy analysis to assess how these forces affect and shape delivery of service to older persons and their families.

Course Objectives

The Social Work Practice with Elderly course (SOCW 792) will:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide an introduction to major bio-psycho-social theories and frameworks used to explain the aging process within the individual, and its impact on the family, community, and larger society.</td>
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<tr>
<td>Objective #</td>
<td>Objectives</td>
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<td>2</td>
<td>Examine the effect of ageism on older adults.</td>
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<td>3</td>
<td>Examine the variations in aging experiences for older adults of diverse racial/ethnic, cultural, social class, health status, and sexual orientation backgrounds, and introduce what is culturally appropriate policy and programs.</td>
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<tr>
<td>4</td>
<td>Discuss social aspects of aging as they relate to family roles and responsibilities and social support networks.</td>
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<tr>
<td>5</td>
<td>Introduce major aging policies and programs through analyzing the structure of the American political system, the major stages in the policy process, and the roles and interaction of the various civic elements of society.</td>
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</table>

### Course Competencies

Student learning for this course relates to one or more of the following ten social work core competencies:

<table>
<thead>
<tr>
<th>SW Core Competencies</th>
<th>Generalist Practice behaviors addressed in course</th>
<th>Knowledge, Values, Skills</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2: Ethical practice</td>
<td>Recognize &amp; manage personal values that allows professional values to guide practice. Make ethical decisions by applying NASW standards. Tolerate ambiguity in resolving ethical conflicts. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</td>
<td>Exams, case analyses, assignments, and class participations</td>
</tr>
<tr>
<td>2.1.3: Critical thinking</td>
<td>Distinguish, appraise, &amp; integrate multiple sources of knowledge, inclusive-based knowledge &amp; practice wisdom. Analyze models of assessment, prevention, intervention &amp; evaluation. Demonstrate effective oral &amp; written communication in working with inds, fams, grps, orgs, comm &amp; colleagues.</td>
<td>Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Use critical thinking augmented by creativity and curiosity. Understand that critical thinking also requires the synthesis and communication of relevant information.</td>
<td>Exams, case analyses, assignments, and class participations</td>
</tr>
<tr>
<td>2.1.4: Engage diversity &amp; difference in practice</td>
<td>Recognize the extent to which a culture’s structures &amp; values may oppress, marginalize, alienate, or create or enhance privilege &amp; power. View selves as learners and engage those with whom they work as informants.</td>
<td>Engage diversity and difference in practice. Social workers competent in Diversity in Practice: Understand how diversity characterizes and shapes the human experience and is critical to the formation</td>
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<tr>
<td>2.1.7 Human Behavior &amp; the Social Environment</td>
<td>The student critically applies appropriate theories of biopsychosocial development to guide the process of assessment, intervention, and evaluation.</td>
<td>Apply knowledge of human behavior and the social environment. Social workers competent in Human Behavior: Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.</td>
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</tr>
<tr>
<td>2.1.8: Policy Practice</td>
<td>Recognize the range of policies and services available for older adults and their family members Articulate policy process and formation, and evaluate major stakeholders in the policy formation; and Describe, evaluate, and critique existing aging policies and programs on their diversity and culture appropriateness.</td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social workers competent in Policy Practice: Understand that policy affects service delivery, and they actively engage in policy practice. Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</td>
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**Course Organization**

**Freedom in Learning**
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to
academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Attendance Policy and Class Participation**

Students are to be active and fully participate in weekly online sessions. The instructor expects students to check into the course daily to see if there are any course updates, messages, and/or e-mail messages. Please inform the professor immediately if you are having difficulties in the course. Failure to demonstrate a consistent presence in the course may lead to a lower grade and possible administrative removal from the course. A professor-initiated withdrawal from a course may also result in a faculty review of the student’s continuation in the program. See the USD Catalog for additional information.

**Academic Fraud, Plagiarism, Dishonesty and Cheating**

The School of Health Sciences and the Department of Social Work considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. The Department of Social Work regards any form of academic dishonesty to be a sign that the student’s values and ethics may be incompatible with the values and ethics of the social work profession. Violation of the University Academic Honesty Policy may result in disciplinary action. Academic dishonesty includes cheating on exams or course assignments, plagiarism (using the ideas or words of another as one’s own without crediting the source), lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences which may include expulsion from the University (Student Conduct Code, http://www.sdbor.edu/policy/3-Student_Affairs/documents/3-4.pdf). All interactions or attempted interactions must be documented using the Academic Misconduct Informal Disposition form, available on the Registrar Office’s portal page at http://link.usd.edu/194

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a) Given a zero for that assignment.
b) Allowed to rewrite and resubmit the assignment for credit.
c) Assigned a reduced grade for the course.
d) Dropped from the course.
e) Failed in the course.

**Student Support Services**

For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook in the Getting Started widget on the course home page. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies

**EMAIL POLICY**

The university email system is the formal email (i.e., @usd.edu) used to communicate with students. Please set up a student email account and provide the address to the professor. **If you need to e-mail the instructor in this course, please DO NOT use the email function within D2L; rather, send your email message to me using my regular USD email address, which is Soonhee.Roh@usd.edu.**
The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within forty-eight (48) hours on weekdays, or within seventy-two hours (72) on the weekends and holidays.

**Means of Evaluating/Grading**

Coursework and weights are listed here:

<table>
<thead>
<tr>
<th>Task/Assignment</th>
<th>Maximum Percents Possible</th>
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<tbody>
<tr>
<td>Class Participation- Weekly Online Discussion</td>
<td>10%</td>
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<tr>
<td>Mid and Final exam (each= 30%)</td>
<td>60%</td>
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<tr>
<td>Mid and Final Paper (each= 15%)</td>
<td>30%</td>
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</tbody>
</table>

Grades will be assigned in the following manner:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Under 70</td>
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</table>

Please see the graduate catalog and the MSW program’s student handbook for information regarding the University’s grading policy.

**Grading/Turn-Around Policy**

The instructor will provide each student with a grade and written feedback on each writing assignment within 14 days of the due date/time for that particular assignment. If, for some unforeseen reason, there is a delay, the instructor will promptly notify students and set a date for when students can expect to receive a grade/feedback from the instructor.

**IMPORTANT:** You can check your current grade at any time during the semester by clicking on the Assessments ➜ Grades link. You will also be able to check the grades for any assessment, as well as feedback on those assignments, using this link as well.

**Drop Policy:** Please refer to the University Drop Policy

**Policy on Written Assignments**

All written assignments are due on the dates/times indicated in the course outline section of this document. Any assignment not turned in by the due date/time will result in a total loss of points for that particular assignment.

**IMPORTANT:** All students should have the ability to submit course assignments and/or tasks as Microsoft Word 2010 or later documents (.DOC or .DOCX). The instructor will use
Turnitin to check documents for plagiarism. In addition, the instructor will use GradeMark to score and offer written feedback to students on their written assignments.

Special Needs/Accommodations

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should inform the instructor and must register with the Office of Disability Services during the first week of class. The Office of Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information please contact:
Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605)677-6389
www.usd.edu/ds; dservices@usd.edu.

Exams (60% of grade)

There will be two examinations (each 30% of grade) covering the assigned readings, online lectures/discussions, and other materials/activities in the course. These exams will consist of multiple questions with four options (a-d). The first exam will cover the material for the first half of the course; the second exam will cover the material for the second half of the course. See the course itinerary for the opening and closing dates/times of these exams.

No student will be able to make up a missed examination or late assignment in this course.

Online Discussions- Class Participation

There will be 12 online discussions including introduction yourself in this course. The first discussion will occur during the first week of the semester and will focus on weekly readings or videos.

Students who participate online will accrue points over the course of the semester. The instructor will also note the degree and quality of each student’s participation in online class sessions. At the end of the semester, the instructor reserves the right to reduce a student’s class participation points if she/he has not been an active participant in class discussions and other online class-related activities.

Submitting Written Assignments

The instructor will use a Dropbox for each assignment. Students should make sure their assignments are in at least Microsoft Word 2010 or later format. Assignments must be turned in on or before the due date and time. Any assignment turned in after the deadline will receive zero points (i.e., no credit). Each assignment Dropbox will be set up well in advance of the assignment deadline.
Assignment 1: MOVIE critique (12 pages including Genogram and Eco-map)

Students are required to view and critique ONE MOVIE (a list of suggested movies is provided) that has Aging or Intergenerational Family Systems that include at least one older adult who is a primary character in the overall theme of the movie. Based on the facts of the movie you will prepare a Bio-Psychosocial Assessment of the older adult that includes relevant information outlining your assessment of the Physical, Psychological, Social, Spiritual, Financial, Ecological/environmental, and Legal areas as they relate to the older adult. The assessment should be presented in a clearly written professional style. In addition to the narrative information contained in the assessment your paper should also include the following:

1. A Bio-Psychosocial Assessment of the older adult that includes relevant information outlining your assessment of the Physical, Psychological, Social, Spiritual, Financial, Ecological/environmental, and Legal areas
2. A Genogram that spans at least three generations of the older adult in the movie;
3. An Eco-map reflecting the formal & informal systems involved with the older adult;
4. An illustration from the movie that exemplifies at least two aging theories that could explain the aging process for the older character;
5. A description of the evidence-based treatment modality you would use if you were to engage the older adult/family system in treatment.
7. Provide 5-8 reference list.


* Rent or purchase the film. Be sure to do this in advance to avoid missing the assignment. Netflix (www.netflix.com) is a quick way to rent and view films but you will need a membership (you can do a free trial !). It is out on DVD. It may even be available for instant viewing on your computer or Wii system.

Assignment is due by 3/19/18 @11:30pm CT (15 % of total grade)

Assignment 2: Experiencing Social Gerontology (5-7 pages)

Description: Select an agency in your area that provides services to older adults (senior center, nursing home, hospital, rehabilitation center, home health, hospice, high rise apartment building, etc). It cannot be an agency in which you currently work or have previously worked. It is highly recommended that you plan and conduct your visit well in advance of the written assignment due date!

Schedule a time to visit that agency and plan on staying 2 hours at least. During this time you should plan to talk with an administrator and/or direct practice worker AND an older adult client. The direct practice worker should be in or close to the discipline you are in or plan to pursue (pharmacy, speech pathology and audiology, psychology, social work, etc.). You will need to consult with the administrator
or worker to identify a client. Please assure them that the client’s participation with you is voluntary and confidential.

During your visit and discussions with staff and client(s), you should gather the following information:

-what services does this agency provide to older adults?

-what are the most critical problems/issues facing older clients of this organization? -what roles and responsibilities does the member of your discipline serve and perform with older clients in this organization?

**Additional topics and questions should stem from your own interests and experiences. Most importantly you should observe the setting carefully!**

Following the visit, be sure to send a "thank you" note or email to the agency.

Following the visit, students will complete a 5-7 page paper that summarizes the findings and reflects upon your visit and interactions (see the document “Guidelines for Submitting Papers” in this unit for formatting). The papers will be graded using the following criteria:

a. Extent to which the each specific component of the assignment is addressed
b. Demonstration of analytic and critical thinking
c. Quality of writing, including spelling, grammar, organization, and clarity

**Paper Format:** All papers should be typed double-spaced using a 12-point font with 1-inch margins. PLEASE INCLUDE YOUR NAME AND PAGE NUMBERS. Use APA style 6.0 to cite sources within the text and provide a complete reference list.

**Assignment is due by 4/22/18 @11:30pm CT (15% of total grade)**

This assignment will be submitted to the Drop Box at D2L. Please be sure to virus-check your files before uploading.

**Required Textbook**


**Reference Books and Suggested Readings**


**Tentative Course Outline/Schedule**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic and Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) 1/8-1/14</td>
<td>Getting Started</td>
<td>Review the Syllabus</td>
</tr>
<tr>
<td></td>
<td>MODULE 1 The Basics of Aging &amp; Social Gerontology</td>
<td>Introduce yourself on D2L.</td>
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<tr>
<td></td>
<td></td>
<td>Read Chapters 1 &amp; 2.</td>
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<tr>
<td>(2) 1/15-1/21</td>
<td>No Class (Martin Luther King, Jr. Day)</td>
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<tr>
<td>(3) 1/22-1/28</td>
<td>MODULE 2 Biological and Physical Contexts of Aging</td>
<td>Read Chapter 3.</td>
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<tr>
<td>(4) 1/29-2/4</td>
<td>MODULE 3 Managing Chronic Diseases and Promoting Well‐</td>
<td>Read Chapter 4.</td>
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<td></td>
<td>Being in Old Age</td>
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<tr>
<td>(5) 2/5-2/11</td>
<td>MODULE 4 Cognitive Changes with Aging</td>
<td>Read Chapters 5 &amp; 6.</td>
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<tr>
<td>(6) 2/12-2/18</td>
<td>MODULE 5 Psychological Context of Aging: Intimacy,</td>
<td>Read Chapter 7.</td>
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<td></td>
<td>Sexuality, and Relationship</td>
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<td></td>
<td>Social Supports</td>
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<tr>
<td>(8) 2/26-3/4</td>
<td>MID EXAM</td>
<td>Chapters will be covered 1-9.</td>
</tr>
<tr>
<td>(9) 3/5-3/11</td>
<td>Spring Break</td>
<td>No Class</td>
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<tr>
<td></td>
<td>and Living Arrangements</td>
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<td></td>
<td>and The End of Life</td>
<td>Assignment 1 Due</td>
</tr>
<tr>
<td>(12) 3/26-4/1</td>
<td>Eater Break</td>
<td>No Class</td>
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<td></td>
<td>No Class</td>
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<tr>
<td></td>
<td>Elders of Color</td>
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<tr>
<td></td>
<td>and Programs</td>
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<td></td>
<td>Term Care Policies and Programs</td>
<td>Assignment 2 Due</td>
</tr>
</tbody>
</table>
Course Schedule—Detailed Description

Week 1: Introduction- Syllabus Review (1/8-1/14)
Introduction to Course and introduce yourself on D2L Discussion board

Week 1: Module 1

Module 1: The Basics of Aging & Social Gerontology 1/8-1/14

Topics
Aging population
Introduction to social gerontology
Aging in other countries and across cultures in the U.S.

Required Readings/Videos


The Aging of America: Triumph or Tragedy? (Part 1 through 7) – YouTube
https://www.youtube.com/watch?v=m91hHh59H24

Recommended Readings


Module 2: Biological and Physical Contexts of Aging 1/22-1/28

Topics
- Biological Theories of Aging
- Social Consequences of aging

Required Readings

Recommended Readings

Module 3: Managing Chronic Diseases and Promoting Well-Being in Old Age 1/29-2/4

Topics
- Defining Health
- Quality of Life in Health and Illness
- Common Chronic Conditions
- Managing chronic disease

Required Readings

Recommended Readings
Module 4: Cognitive Changes with Aging  2/5-2/11

Topics
Cognitive changes with aging
Personality and mental health in old age

Required Readings

Recommended Readings


Module 5: Psychological Context of Aging: Intimacy, Sexuality, and Relationship 2/12-2/18

Topics
Love, intimacy, and sexuality in old age

Required Readings

Recommended Readings


Topics
The Importance of Social Theories of Aging
Social support
Intergenerational relations

Required Readings
Hooyman, N. R., & Kiyak, H. A. (2011). Chapter 8: Social Theories of Aging; Chapter 9: The Impact of Social Supports (Friends, Neighbors and Communities).

Recommended Readings

Module 7: Social Context of Aging: Family Caregiving and Living 3/12-3/18

Topics
- Formal versus informal care
- Policy and programs to support family caregivers
- Living arrangements

Required Readings

Recommended Readings


Topics
- Productive aging
- End of life care for older adults

Required Readings

Recommended Readings

**Useful Website**
https://www.medicare.gov/Pubs/pdf/11306.pdf

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**4/2-4/8**

**Topics**
The Resiliency of Elders of Color and Older Women

**Required Readings**

**Recommended Readings**


**Useful Websites**
National Hispanic Council on Aging (http://www.nhcoa.org/)
National Indian Council on Aging (http://www.nicoa.org/)
National Caucus And Center on Black Aged, Inc. (http://www.ncba-aged.org/)
National Asian Pacific Center on Aging (http://www.napca.org/)

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**Module 10: Societal Context of Aging: Aging Policies and Programs**

**4/9-4/15**

**Topics**
Social policies to address social problems

**Required Readings**

**Recommended Readings**


**Useful Websites**

AARP ([http://www.aarp.org/](http://www.aarp.org/))


Families USA ([http://www.familiesusa.org/](http://www.familiesusa.org/))

National Committee to Preserve Social Security and Medicare ([http://www.ncpssm.org/](http://www.ncpssm.org/))

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**Module 11: Societal Context of Aging: Health and Long-Term Care Policies and Programs** 4/16-4/22

**Topics**

- Health care services for older adults
- Medicare & Medicaid

**Required Readings**


**Recommended Readings**


**Useful Website**

[https://www.medicare.gov/Pubs/pdf/11306.pdf](https://www.medicare.gov/Pubs/pdf/11306.pdf)

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**Final Exam** 4/23-4/29

Final Exam at D2L