COURSE DESCRIPTION

This course focuses on direct practice with older adults and their families. The course examines the social context of aging, the aging process, associated changes, and the effects on older persons and their families. Emphasis is on the nature of support systems and the social work role in maintaining and enhancing functioning and well being. The role of caregivers when elders are limited in their capacity to function independently is examined. This course focuses on social work practice with diverse older persons and their families in a variety of settings. It examines the nature of the aging process, the ways in which persons adapt to changes, and the ways in which interventions may assist with these adaptations. Special emphasis is given to the ways in which physical, social and psychological factors interact to affect how persons age. The needs and issues encountered by older persons both within the community and in institutional settings will be examined. Work with caregivers will be considered. Students will examine ways to work with individuals, families, and groups. The course includes material addressing special populations and ethical issues.

PLACE OF COURSE IN THE CURRICULUM

This course is an elective in the clinical concentration.

RELATIONSHIP OF COURSE TO HUMAN RIGHTS AND SOCIAL JUSTICE

This course focuses on a population at risk of discrimination across a range of areas. Age discrimination and stereotyping have a profound impact on society, older adults, and caregivers. The course underscores the right of all older adults to have opportunities to live the fullest possible life and access to quality care.

COURSE OBJECTIVES

Upon completion of the course, students are expected to:

1) articulate an understanding of the process of aging including physical, cognitive, and social changes.
2) understand the impact of these changes on older adults and their families.
3) Articulate an understanding of the various ways ageism is manifested and its impact on older adults, their families, and society
4) identify mental health issues affecting older persons and their families.
5) effectively assess older adults and their families, demonstrating an understanding of strengths and resilience factors.

6) obtain skills to work effectively with diverse older adults, their families, and caregivers.

7) Identify and consider the best ways to address the needs and concerns of various subgroups within the older population.

8) identify and evaluate ethical considerations in social work practice with older adults.

9) articulate the role of their personal feelings, attitudes, and values in their practice with older adults and their families.

READES

**Required Text**


**COURSE REQUIREMENTS**
The instructor will determine course assignments.

**Guided Instruction**

To successfully complete this course, students are expected to participate in 15 sessions of one hour and fifty minute class and 10 hours of guided instruction time.

**COURSE OUTLINE**
Instructors will select readings from those listed below and add additional readings if indicated.
<table>
<thead>
<tr>
<th>Module 1</th>
<th><strong>Introduction to the course and the field of aging</strong></th>
</tr>
</thead>
</table>
| **Description of module** | Description of the course  
The field of aging  
The demographics of aging  
Basic practice issues |
| **Readings** | Hooyman & Kiyak, Ch.1, The growth of social gerontology.  

<table>
<thead>
<tr>
<th>Module 2</th>
<th><strong>The process of aging: common physical changes and managing illness</strong></th>
</tr>
</thead>
</table>
| **Description of module** | Normal physical and biological changes occurring with aging.  
Major chronic illnesses and the affects on older persons. |
| **Readings** | Hooyman & Kiyak, Ch. 3, The social consequences of physical aging  
Ch. 4, Managing chronic diseases and promoting well-being in old age  
<table>
<thead>
<tr>
<th>Module 3</th>
<th>Mental health issues and cognitive changes in later life</th>
</tr>
</thead>
</table>
| **Description of module** | Normal cognitive changes occurring with aging.  
Maintaining optimum mental health  
Mental health issues and older adults  
Major mental disorders |
| **Readings** | Hooyman & Kiyak, Ch.5, Cognitive changes with aging  
Ch. 6, Personality and mental health in old age  
<table>
<thead>
<tr>
<th>Module 4</th>
<th><strong>Resilience in later life; Serving diverse elders</strong></th>
</tr>
</thead>
</table>
| **Description of module** | The importance of resilience in aging  
Elders of color  
The range of practice settings |
| **Readings** | Hooymann & Kiyak, Ch. 14, The resilience of elders of color |
| | Ch. 15, The resilience of older women |
| | McInnis-Dittrich, Ch 1, The context of social work practice with elders, pp. 10-18. |
## Module 5

### Description of module
Understanding the older family
Roles of families and other social supports in the lives of older people.
Major roles that older people play as family supports.

### Readings
- Hooyman & Kiyak, Ch 9, The importance of social supports: Family, friends, and neighbors

## Module 6

### Description of module
Conducting a biopsychosocial assessment
Identifying strengths
Identifying areas of concern

### Readings
- McInnis-Dittrich, Ch. 4, Conducting a biopsychosocial assessment
- Ch. 5, Differential assessment and diagnosis of cognitive and emotional problems of older adults
<table>
<thead>
<tr>
<th>Module 7</th>
<th>Work with individuals</th>
</tr>
</thead>
</table>
| Description of module | The range of ways to work with individuals  
Spirituality and older adults  
Countertransference |
| Readings | McInnis-Dittrich, Ch. 6, Social work interventions in the socioemotional and cognitive problems of older adults, pp.144-163.  
Ch. 7, Alternate interventions in the socioemotional problems of older adults  
Ch. 10, Spirituality and social work with older adults  
<table>
<thead>
<tr>
<th>Module 8</th>
<th>Working with families</th>
</tr>
</thead>
</table>
| **Description of module** | The range of ways to work with families  
Work with family caregivers |
| **Readings** | McInnis-Dittrich, Ch. 12, Working with older adults’ support systems: Spouses, partners, families, and caregivers.  
<table>
<thead>
<tr>
<th>Module 9</th>
<th>Working with groups</th>
</tr>
</thead>
</table>
| **Description of module** | Models of group practice  
Groups for older persons: From the well to the frail  
Support groups for caregivers |
| **Readings** | McInnis-Dittrich, Ch. 6, Individual and group interventions in the socioemotional and cognitive problems of older adults, pp. 163-175.  
<table>
<thead>
<tr>
<th>Module 10 &amp; 11</th>
<th>Caregiving and care in institutional settings</th>
</tr>
</thead>
</table>
| Description of module | Caregiving  
Long term care  
The role of hospitals and nursing homes in caring for elders  
Institutional living: Issues for older adults and families |
| Readings | Hooyman & Kiyak, Ch. 10, Opportunities and stresses of informal caregiving  
Ch. 11, Living arrangements and social interactions  
<table>
<thead>
<tr>
<th>Module 12 &amp; 13</th>
<th>Special populations and ethical concerns</th>
</tr>
</thead>
</table>
| **Description of module** | The concerns and issues facing special populations  
Designing appropriate interventions  
Ethical concerns |
| **Readings** | McInnis-Dittrich, Ch. 8, Substance abuse and suicide prevention in older adults  
Ch. 9, Social work practice in identifying and preventing abuse and neglect of older adults  
Ch. 2, pp. 48-53 (HIV/AIDS and elders)  
<table>
<thead>
<tr>
<th>Module 14</th>
<th><strong>Dying and bereavement</strong></th>
</tr>
</thead>
</table>
| **Description of module** | Dying and death  
Grief and mourning  
Advance directives |
<p>| <strong>Readings</strong> | McInnis-Dittrich, Ch. 11, End of life care for older adults |</p>
<table>
<thead>
<tr>
<th>Module 15</th>
<th>The future of Gerontological Social Work</th>
</tr>
</thead>
</table>
| Description of module | Social work roles and priorities  
Future issues |
APPENDIX C: PLAGARISM

University Policies of Academic Integrity

A university, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas and works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort and performance. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, false authorship and destruction of library materials needed for a course. This policy gives definitions and instances of violations of academic integrity, the procedures used to arrive at a judgment, possible sanctions and the processes of appeal. This policy will be enforced rigorously and without discrimination.

Violations of Academic Integrity:

A. Plagiarism: Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. Examples of plagiarism include but are not limited to:

- Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source including oral, print, broadcast or computer-mediated communication.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences.
- Presenting borrowed material without placing quotation marks around borrowed material in the approved style. It is no defense to claim that one has “forgotten” to do so.
- Presenting as one’s own an assignment, paper or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs.

B. Cheating: Cheating occurs when individuals share course materials or information when it is unauthorized or prohibited. Examples of cheating include but are not limited to:

- Having or using unauthorized material at an examination, test or quiz, or copying another student’s assignment or laboratory report.
- Permitting another student to copy an assignment, paper, computer program, project, examination, test or quiz.
- Obtaining and/or using an examination, test or quiz prior to its administration.
- Having another person act as proxy and take an examination, test or quiz.

C. Additional Violations of Academic Integrity: Additional violations of academic integrity include but are not limited to:

- Theft, destruction or tampering with library materials, audio and videotapes, computer hardware or software, or other materials necessary for a course.
- The submission or presentation of a falsified excuse for an absence from a course requirement,
examination, test or quiz.

- The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz or degree program.

- Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without explicit permission from the instructors. The penalty for students found guilty of plagiarism and other violations of academic integrity may range from failure for the assignment or course to dismissal from the program.
APPENDIX D: STUDENTS WITH DISABILITIES

Office of Disability Services  The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. In addition to working in a direct service capacity with our students, the Office of Disability Services also collaborates with administrators, faculty, and staff to ensure that the facilitation of reasonable and appropriate accommodations for students with documented disabilities is provided. As a University, Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once documentation is submitted to ODS and an intake appointment is conducted to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

The Office of Disability Services believe that their policies and mission carry out the intent of Section 504 of the Federal Rehabilitation Act, which states:

"No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Please go to the Office of Disabilities for documentation guidelines according to type of disability. The website address is: http://www.fordham.edu/campus_resources/student_services/disability_services/

You can also contact the Office of Disability at 718-817-0655.
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>76-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
</tr>
</tbody>
</table>