I. COURSE PURPOSE

Using an interprofessional team approach (nursing, social work, and psychology), this course addresses case-based geriatric care issues and examines the evidence that supports the link between the use of interprofessional team approaches and markers of safe, high quality care, and patient outcomes in the older adult population. The purpose of this course is to develop interprofessional collaborative practice core competencies among nursing, social work, and psychology students, develop and refine advanced practice skills regarding issues in aging, and the clinical aspects of common geriatric syndromes.

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Clinical Practice Behaviors</th>
<th>Combined Practice Behavior</th>
</tr>
</thead>
</table>
| **Competency #1 Professional Identity:** Identify as a clinical social worker & conduct self accordingly. | • Social workers demonstrate professional use of self across all practice settings.  
• Social workers develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and | • Social workers demonstrate professional use of self across all practice settings.  
• Social workers develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and |
| **Competency #2 Ethical Practice:** Apply social work ethical principles to guide advanced practice. | • Social workers recognize and manage personal biases in practice settings.  
• Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma | • Social workers recognize and manage personal biases in practice settings.  
• Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma |
| **Competency #3 Critical Thinking:** Apply critical thinking to inform and communicate professional judgments. | • Social workers engage in reflective practice.  
• Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. | • Social workers engage in reflective practice.  
• Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. |
| **Competency #4: Diversity in Practice:** Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice. | • Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.  
• Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance | • Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.  
• Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance |
| **Competency #5: Human Rights & Social Justice:** Advance human rights through understanding how social and economic justice factors impact practice. | • Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society. | • Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society. |

Final 11/13/2015
<table>
<thead>
<tr>
<th>Competency #7 Human Behavior: Apply knowledge of human behavior and the social environment.</th>
<th>• Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice</th>
<th>• Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 8: Policy Practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>• Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td>• Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
</tr>
<tr>
<td>Competency #9 Practice Contexts: Respond to contexts that shape advanced social work practice.</td>
<td>• Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society</td>
<td>• Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
</tr>
<tr>
<td>Competency #10 Engage, Assess, Intervene, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>Engagement: Social workers: • Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients. • Develop culturally responsive therapeutic relationships. • Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
<td>Engagement: Social workers: • Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients. • Develop culturally responsive therapeutic relationships. • Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. • Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
</tr>
</tbody>
</table>
Assessment:
Social workers:
• Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.

Intervention:
Social workers:
• Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.
• Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.
• Adapt appropriate intervention strategies based on continuous clinical assessment.

Evaluation:
Social workers:
• Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.
• Revise intervention and program implementation plans based on ongoing process and outcome evaluation.

Assessment:
Social workers:
• Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.
• Assess organizations, communities, and policy environments using relevant theories and models.

Intervention:
Social workers:
• Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.
• Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.
• Adapt appropriate intervention strategies based on continuous clinical assessment.

Evaluation:
Social workers:
• Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.
• Revise intervention and program implementation plans based on ongoing process and outcome evaluation.

II. ADDITIONAL EDUCATIONAL OBJECTIVES

At the completion of the course, the student should also be able to:

1. Identify current and projected demographic characteristics of the changing U.S. population (differences in needs of coexisting “survivor” cohort vs. baby boomer cohort).

2. Describe current U.S. health care policies and impact on older adults health and functioning (health and financial status of older adult population; overview of Medicare, Medicaid, Social Security and health insurance coverage options other than Medicare; impact on older adults of health care provider Medicare/Medicaid reimbursement mechanisms; financial status/trends impacting older adult population).

Final 11/13/2015
3. Differentiate normal physical changes of aging from pathology of disease; identify the impact of normal physical changes of aging on presentation of illness and response to treatment.

IV. COURSE REQUIREMENTS

A. Required Reading


B. Recommended Reading


Online quick reference that summarizes APA format: http://owl.english.purdue.edu/owl/resource/560/10/

C. Other Recommended Resources and Media

National Institute on Aging http://www.nia.nih.gov/
Centers for Disease Control and Prevention: Healthy Aging http://www.cdc.gov/aging/ Administration on Aging http://www.cdc.gov/aging/
US Department of Health and Human Services www.hhs.gov/aging/index.html
National Council on Aging http://www.ncoa.org/
American Federation for Aging Research http://www.afar.org/infoaging/
Medicare http://www.medicare.gov/
Medicaid http://www.medicaid.gov/
Social Security http://www.ssa.gov/pgm/ssi.htm

D. Course Assignments:

Assignment 1: Aging Awareness Project. Due: Class 2
Instructions will be provided during first class. This assignment is designed to increase awareness and sensitivity to the changes that occur as individuals age; how aging affects roles and engagement in social relationships; and how values, attitudes and biases impact individuals as they age.

Assignment 2: Interview of an individual over the age of 65. Due Class 5
Conducting a structured interview with an older adult who lives in an independent residence or some type of supportive housing.

This assignment is designed to allow you the opportunity to experience interviewing older adults, and is not to be considered a formal assessment. Rather it affords you a chance to practice gero-interviewing techniques, focus on competencies, strengths and resiliencies, and gain a greater comfort level in working with older adults. The interview should last no more than 30-60 minutes.

Final 11/13/2015
Guidelines for interviewing and writing a summary of your experience will be handed out in class. All interviewees will have given their consent prior to being interviewed.

**Scholarly Paper.**

**Assignment 3: Bibliography & Outline**  
Due Class 8

**Assignment 4: Scholarly Paper**  
Due Class 13

These assignments are related; the bibliography and outline form the foundation for a scholarly paper. The scholarly paper focuses on a specific gerontological practice issues, theories, therapeutic intervention, or problem that is of particular interest to you. Guidelines will be handed out during class and posted on Blackboard. An annotative bibliography and outline is due by Class 8.

E. Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the *Graduate Announcements*. Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The following provides weights for the various course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>35%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading System**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
</tr>
</tbody>
</table>

F. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

G. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

Final 11/13/2015
V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

• Attend all classes and contribute constructively to the classroom culture
• Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
• Demonstrate competence in planning academic activities and in following through on those plans
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom.

Final 11/13/2015
setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you must present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

F. Use of Electronic Devices (faculty agreed it is up to each instructor to allow or disallow laptops)
No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.
# Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
</tr>
</thead>
</table>
| 1     | **1/09 Introduction to Social Work Practice with Older Adults/Engagement of Older Adults in the Geriatric Social Work Relationship**  
Introductions  
What does geriatric social work encompass?  
How is geriatric social work unique from other forms of social work practice?  

**Required Readings:**  
Robnett & Chop: Chapter 2 Social Gerontology  
Soniat & Micklos: Chapter 2 Geriatric social work as a field of practice |
| 2     | **1/23 Demographics of Aging & Theoretical Perspectives for Working with Older Adults**  
How have older adults been traditionally viewed in our society? What are the social and policy impacts of these assumptions?  
What are the demographic implications of the aging of our society?  
What is the role of geriatric social work in preparing for and supporting these demographic shifts?  

**Assignment Due:** Aging Awareness Project  
**Required Readings:**  
Robnett & Chop: Chapter 1 Demographic trends of an aging society  
Soniat & Micklos: Chapter 1 Vulnerable older adults: A population demanding attention  
Chapter 3 Theoretical perspectives  
Johnson, & Mutcler (2014). The emergence of a positive gerontology: From disengagement to social involvement.  
| 3     | **1/30 Understanding Physiological and Medical Aspects of Aging, including Chronic Illness**  
What medical conditions are considered typical as opposed to abnormal aging?  
What chronic conditions are more common among older adults?  
How can geriatric social workers support clients through the diagnosis, maintenance and long term impacts of chronic diseases?  

**Required Readings:**  
Final 11/13/2015 |

Robnett & Chop: Chapter 3 The physiology and pathology of aging
  Chapter 4 The cognitive and psychological change with aging

4  2/6 Understanding Physiological and Medical Aspects of Aging, including Functional Limitations
What are the common functional limitations commonly experienced by older adults?
How do functional limitations impact chronic disease self-management?
What theoretical approaches can help us to support older adults through these changes?

Required Readings:
Robnett & Chop: Chapter 5 Functional Performance in Later Life
  Chapter 6 Geriatric Pharmacotherapy

5  2/13 Understanding Psychosocial Theories of Aging
How do we build and maintain rapport with the older adult client?
What are the common mental health conditions that impact older adults?
How do mental health conditions, trauma and family-of-origin impact the aging experience?

Assignment Due: Interview with an Older Adult

Required Readings
Soniat & Micklos Chapter 5 Importance of the client-social worker relationship


6  2/20 Considerations and Theoretical Approaches Completing a Comprehensive Geriatric Assessment: Part One
What is the social work role in comprehensive assessment with older adults?

Required Readings:
Soniat & Micklos Chapter 6 Assessing Capacity
  Chapter 7 Assessing Risk
  Chapter 8 Using the Capacity-Risk Model to Guide Assessment & Intervention

UpToDate (n.d.) Comprehensive geriatric assessment http://www.uptodate.com/contents/comprehensive-geriatric-assessment

7  2/27 Considerations and Theoretical Approaches to Completing a Comprehensive Geriatric Assessment: Part Two
What are the core elements of biopsychosocial assessment with older adults?
Role play and tool practice

Final 11/13/2015
8 3/13 Creating a Culturally Competent, Person-Centered Plan of Care: Understanding Socio-Cultural Aspects of Aging
What theoretical approaches are involved in developing a care plan for an older adult client? What are the social and cultural considerations to be aware of through this process? How do we ensure that the client is involved in the care plan?

Required Readings
AARP Public Policy Institute, Moving Toward Person and Family Centered Care (2012)


9 3/20 Autonomy, Self Determination, Abuse and Neglect: Social Work Values and Ethical Considerations in Work with Older Adults
What are the common ethical dilemmas faced by social workers working with older adults? What resources are available to a practitioner to assist with such dilemmas? What are the transference and countertransference considerations in working with vulnerable older adults?

Assignment Due: Bibliography and Outline for Scholarly Paper

Required Readings:
Robnett & Chop pp.312-323 Ethical issues for older adults

Soniat & Micklos: Chapter 4 Value issues and ethical dilemmas


Final 11/13/2015
10  3/27 Caregiving and Care-Receiving: Theoretical Approaches to Working with an Older Adult Care Network
What is the role of a geriatric social worker in supporting a client’s caregiving network (informal and formal)?
What the cultural and family-of-origin influences on caregiving relationships?

Required Readings:


11  4/3 Care Transitions: Social Work Interventions and our Long Term Care System
What are the long term care options available to older adults in our current system?
What is the role of a geriatric social worker as a client declines?
How can a practitioner integrate and maintain theories of social work and social work values throughout the long term care system?

Required Readings:
Robnett & Chop Chapter 10 Living options and the continuum of care

Jainto & Dziegielewski, Restorative Health Care: Long-Term and Home Care, pp. 255 – 288.

Research at least one of the following innovative approaches to long term care and be prepared to discuss and explain it to your colleagues:
Green Houses The Village Model
PACE (Program of All-Inclusive Care for the Elderly)
Mather Lifeways, Cafe Plus
Another Model that You Find

12  4/10 Palliative Care, Hospice, Dying and Death: Supporting the Older Adult Client and his/her Support System at End-of-Life
How does a geriatric social worker respect client values and approach difficult discussions with a client and his/her support network regarding palliative care, death and dying?
What is the geriatric social work role as a client approaches death?
What role can empathy, rapport and end-of-life planning play in the dying process? How can ongoing losses impact the older adult client?

Required Readings:
Next Step in Care, *A Family Caregiver’s Guide to Hospice and Palliative Care*,

American Psychological Association, *End-of-Life Care Fact Sheet*


13 4/24 Impacts of Social Policy on Aging
How have programs such as Social Security, Medicare and Medicaid impacted older adults? What are the risks to these programs in the current political climate?

Required Readings:
Robnett & Chop: Chapter 11 pp.293-311 Policy and Ethical Issues for Older Adults Chapter 13 Future Concerns in an Aging Society


14 5/1 Student Presentations on Scholarly Papers
Assignment Due: Scholarly Paper

Final 11/13/2015