

**COURSE TITLE/SECTION:** SOCW 7361/16022 Clinical Social Work Practice with Elders

**TIME:** Monday, 1:00-4:00pm

**FACULTY:** Christina Miyawaki

**OFFICE HOURS:** by Appointment

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**I. Course**

**A. Catalog Description**

Cr.3 (3-0) Knowledge and skills for professional social work practice with older adults.

**B. Purpose**

This course examines biopsychosocial conditions that represent normal and pathological functioning in older adults. Using a strengths perspective, perspective, students will gain clinical practice knowledge and skills for understanding and working with older adults across a range of settings.

**II. Course Objectives**

Upon completion of this course, students will be able to demonstrate the following objectives:

1. Define the biopsychosocial conditions that are considered to be a normal part of the aging process, including not only the experience of loss, grief, and end of life issues but also adaptability, resilience and accumulated wisdom;
2. Define the biopsychosocial conditions that represent pathological conditions among older adults such as depression, dementia, delirium, and anxiety;
3. Develop an understanding of the process of different assessment and diagnosis to distinguish between different types of cognitive and emotional needs among diverse populations of older adults;
4. Identify the essential features, signs and symptoms, and risk factors associated with the development of depression, suicidal ideation, dementia, delirium, and anxiety;
5. Develop clinical practice knowledge and skill in determining appropriate interventions with older adults experiencing cognitive and emotional conditions;
6. Recognize the significance of sociocultural factors as they relate to relationship building, the helping process, utilization of social services, assessment, and intervention with older adults;

7. Demonstrate ability for culturally competent gerontological social work practice; and
8. Evaluate practice effectiveness in meeting needs of older adults and their families.

### Targeted Competencies & Practice Behaviors

CSWE Core Competencies		
Competencies	Practice Behavior	Evaluation Method
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>• Use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>• Use supervision and consultation to guide professional judgment and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reading questions and discussion</li> <li>• My Sage journal</li> <li>• In-class exercises</li> <li>• Guest speakers</li> </ul>
<b>Competency 2: Engage Diversity and Difference in Practice</b>	<ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reading questions and discussion</li> <li>• My Sage journal</li> <li>• In-class exercises</li> <li>• Guest speakers</li> </ul>
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	<ul style="list-style-type: none"> <li>• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• Engage in practices that advance social, economic, and environmental justice.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reading questions and discussion</li> <li>• My Sage journal</li> <li>• Guest speakers</li> </ul>
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>	<ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry and research;</li> <li>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</li> <li>• Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini life review project</li> <li>• Weekly reading questions and discussion</li> <li>• My Sage journal</li> <li>• In-class exercises</li> <li>• Guest speakers</li> </ul>

<b>Competency 5: Engage in Policy Practice</b>	<ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>• Assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	<ul style="list-style-type: none"> <li>• End-of-life care question</li> <li>• Weekly reading questions and discussion</li> <li>• My Sage journal</li> <li>• In-class exercises</li> <li>• Guest speakers</li> </ul>
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reading questions and discussion</li> <li>• My Sage journal</li> <li>• In-class exercises</li> <li>• Guest speakers</li> </ul>
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	<ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</li> <li>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini life review project</li> <li>• Spiritual assessment project</li> <li>• Weekly reading questions and discussion</li> <li>• My Sage journal</li> <li>• In-class exercises</li> <li>• Guest speakers</li> </ul>
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> <li>• Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini life review project</li> <li>• Spiritual assessment project</li> <li>• Weekly reading questions and discussion</li> <li>• My Sage journal</li> <li>• In-class exercises</li> <li>• Guest speakers</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Apply frameworks that address the multi-generational transmission of resilience, strengths, and loss in diverse multi-generational families and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• My Sage journal</li> <li>• In-class exercises</li> </ul>

### III. Course Content

This course will include the following topical (content) areas:

1. Overview of biopsychosocial aspects of aging among older adults
2. Biopsychosocial assessment of older adults
3. Assessment, diagnosis, and interventions of older adults' cognitive/emotional issues
4. Support systems for older adults

### IV. Course Structure

Class time will consist of lecture, in-class discussion, group work and guest speakers.

### V. Textbook

McInnis-Dittrich, K. (2020). *Social work with older adults: A biopsychosocial approach to assessment and intervention*. (5<sup>th</sup> ed.). Boston, MA: Pearson Education. **(Required)**

Hooyman, N.R. & Kiyak, H.A. (2018). *Social gerontology: A multidisciplinary perspective*. (10<sup>th</sup> ed.). New York: Pearson Education (optional).

Additional readings will be assigned throughout the course. Students are responsible for accessing these articles or materials through Blackboard.

### VI. Course Requirements (Detailed instructions for each item will be provided separately.)

#### A. Class attendance and participation (5%)

Attendance will be taken in each class meeting. Active in-class discussion and activity participation are expected from each student. Discussion and activity participation will be observed and graded by the Instructor. A response paper about parent's "aging" (1 page, single-spaced) and an end-of-life care paper (1 page, single-spaced) will be counted toward participation.

#### B. Weekly reading questions (10%)

Students are expected to read assigned textbook chapter and other readings prior to each class. Students will write a list of five questions/discussion points with Sage with reasoning based on what you learned from the readings (single-spaced paper), and turn in to the instructor at the beginning of each class in person.

#### C. Weekly conversations with my Sage journal (20%)

Each student will identify her/his Sage (75+ years old) and has weekly in-person conversations with Sage, and bring a 1-page, single-spaced journal to class and turn in to the instructor at the beginning of each class in person. Topics of conversations are aligned with the topics that are covered in class from the previous week.

#### D. Residential Facility Group project (25%)

We will make groups of 3-4 students and each student will visit a different residential setting. Each group will do a 20-minute presentation and each student will write a 4-5 page, double-spaced paper on the experience working in a team, what she/he learned from the project, and implications for social work practice with older adults.

#### E. Mini Life Review therapy project (20%)

We will learn an abbreviated version of Life Review therapy. Each student will conduct a life review session with Sage and write a 4-5 page, double-spaced report on the

experience conducting a life review therapy session.

#### F. Spiritual Assessment project (20%)

We will learn Spiritual Assessment tools. Each student will draw her/his own spiritual lifemap and eco-map and compare them with Sage's maps. Write a 2-page, double-spaced report on the experience working on a spirituality project with your Sage.

### VII. Evaluation and Grading

Grades will be assigned on the following basis:

Category	Percentage
Class attendance and participation	5%
Weekly reading questions	10%
Weekly conversations with My Sage journal	20%
Residential facility group project	25%
Mini Life Review project	20%
Spiritual Assessment project	20%
<b>TOTAL</b>	<b>100%</b>

The following standard grading scale has been adopted for all courses taught in the College:

A = 96-100% of the points	C+= 76-79.9%
A- = 92-95.9%	C = 72-75.9%
B+= 88-91.9%	C- = 68-71.9%
B = 84-87.9%	D = 64-67.9%
B- = 80-83.9%	F = Below 64%

#### Attendance and Class Participation

Attendance and class participation are critical to successful learning in this course. Both will be observed and graded. Students are expected to notify the Instructor when they must be absent either prior to or within 24 hours of the class. Regardless of the reasons of absence, weekly reading questions and conversations with My Sage journals are to be turned into instructor at the beginning of the class period in-person in order for them to be credited. More than 2 excused absences will be automatically reported to the MSW Academic Advisor. No make-up will be allowed for the questions and My Sage journals.

#### VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill

course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

## **IX. Policy on academic dishonesty and plagiarism**

Please click the link below for the full explanation of the Academic Honesty policy and procedure.

Policy: <http://www.uh.edu/provost/policies/honesty/documents-honesty/academic-honesty-policy.pdf>.

Definitions:

"Academic dishonesty" means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

### *Plagiarism*

- a. Representing as one's own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

### *Cheating and Unauthorized Group Work*

- b. Openly cheating in an examination, as copying from another's paper;
- c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;
- d. Using and/or possessing "crib notes," as unauthorized use of notes or the like to aid in answering questions during an examination;
- e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
- f. Securing another to take a test in the student's place. Both the student taking the test for another and the student registered in the course are at fault;

### *Fabrication, Falsification, and Misrepresentation*

- g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
- h. Using another's laboratory results as one's own, whether with or without the permission of the owner;
- i. Falsifying results in laboratory experiments;
- j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;
- k. Representing oneself as a person who has earned a degree without having earned that particular degree

### *Stealing and Abuse of Academic Materials*

- l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other

- assignments; this includes the removal of items posted for use by the students;
- m. Mutilating or stealing library materials; mis-shelving materials with the intent to reduce accessibility to other students;

#### *Complicity in Academic Dishonesty*

- n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

#### *Academic Misconduct*

- o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

#### Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would consist of two faculty and three students chosen by the hearing officer.

### **X. Course Schedule and Reading Assignments**

Please refer to the detailed schedule below as well as in Blackboard.

### **XI. Americans with Disabilities Statement**

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

### **XII. Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the "Let's Talk" program, which is a drop-in consultation service at convenient locations and hours around campus.  
[http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html).

### **XIII. Addenda**

#### **Cellular Phones and Laptops**

In order to avoid interruptions, students are asked to turn off cellular phones and laptops. Please advise the Instructor prior to the class if exceptions need be made.

**SOCW 7361 Clinical Social Work Practice with Elders  
Spring 2020 Course Schedule**

Week & Date	Lecture Content	Readings	Due Dates
Week 1 Jan 13	Introductions and Course Overview		
Week 2 Jan 20	Martin Luther King, Jr. Day – No class		Identify and secure agreement with your Sage.
Week 3 Jan 27	Biological Changes & Physical Well-Being of Older Adults	M-D Chapter 2	Chapter 2 reading question (1) to <b>BB</b> by <b>Sun, 1/26 @11:59pm</b> . A <b>response paper</b> about <b>parent's "aging"</b> to <b>class</b> .
Week 4 Feb 3	Conducting a Biopsychosocial Assessment	M-D Chapter 4	Chapter 4 reading question (2) to <b>BB</b> by <b>Sun, 2/2 @11:59pm</b> . My Sage journal [1] based on Chapter 2 to <b>class</b> .
Week 5 Feb 10	Depression Intervention for Older Adults & Life Review	M-D Chapter 6 Shilling (2019)	Chapter 6 reading question (3) to <b>BB</b> by <b>Sun, 2/9 @11:59pm</b> . My Sage journal [2] based on Chapter 4 to <b>class</b> .
Week 6 Feb 17	Diagnosis of Cognitive Problems of Older Adults	M-D Chapter 5	Chapter 5 reading question (4) to <b>BB</b> by <b>Sun, 2/16 @11:59pm</b> . My Sage journal [3] based on Chapter 6 to <b>class</b> .
Week 7 Feb 24	Spirituality in Older Adults (Spirituality Assessment)	M-D Chapter 10	Chapter 10 reading question (5) to <b>BB</b> by <b>Sun, 2/23 @11:59pm</b> . My Sage journal [4] based on Chapter 5 to <b>class</b> .
Week 8 Mar 2	Substance Abuse in Older Adults	M-D Chapter 8	Chapter 8 reading question (6) to <b>BB</b> by <b>Sun, 3/2 @11:59pm</b> . My Sage journal [5] based on Chapter 10 to <b>class</b> .
Week 9 Mar 9	Spring Break – No class		
Week 10 Mar 16	Identifying & Preventing Abuse & Neglect of Older Adults	M-D Chapter 9	Chapter 9 reading question (7) to <b>BB</b> by <b>Sun, 3/15 @11:59pm</b> . My Sage journal [6] based on Chapter 8 to <b>class</b> .
Week 11 Mar 23	Older Adults' Support Systems & Caregiving	M-D Chapter 12	Chapter 12 reading question (8) to <b>BB</b> by <b>Sun, 3/22@11:59pm</b> . My Sage journal [7] based on Chapter 9 to <b>class</b> .
Week 12 Mar 30	End-of-Life (EOL) Care for Older Adults	M-D Chapter 11	Chapter 11 reading question (9) to <b>BB</b> by <b>Sun, 3/29 @11:59pm</b> . My Sage journal [8] based on Chapter 12 to <b>class</b> . An <b>EOL response paper</b> to <b>class</b> .
Week 13 Apr 6	Aging in Place & Productive Aging	M-D Chapter 13	Chapter 13 reading question (10) to <b>BB</b> by <b>Sun, 4/5 @11:59pm</b> . My Sage journal [9] based on Chapter 11 to <b>class</b> .
Week 14 Apr 13	Residential Facility Group Project Presentations		My Sage journal [10] based on Chapter 13 AND the completed PPT to <b>BB</b> by <b>Sun, 4/12 @11:59pm</b> .
Week 15 Apr 20	Spirituality Assessment Project Presentation		Group project paper to <b>BB</b> by <b>Sun, 4/19 @11:59pm</b> .
Week 16 April 27	Final's Week – No class meeting		Mini Life Review and Spiritual Assessment project papers to <b>BB</b> by <b>Mon, 4/27 @11:59pm</b> .

Course schedule is subject to change based on the learning pace of the class.