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**THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK**

COURSE TITLE: Social Work 695.14: Integrative Seminar: Aging

LEVEL OF INSTRUCTION AND CREDIT HOURS: (U) 3

COURSE TIME & PLACE: Winter 2005, 11:30 AM-1:48 PM T, Rm. 131, Stillman Hall

COURSE DESCRIPTION:

This course is designed to provide students with the opportunity to develop beginning level knowledge of the field of aging and of policy, practice and research issues in this area. Biological, psychological and sociocultural aspects of aging are reviewed. An introduction to social work practice with older adults, within the context of a bio-psycho-social perspective, will be discussed along with role-plays and assessment of case examples. The intent is to integrate knowledge from research, human behavior, and social work ethics and values with basic practice approaches in social work practice and aging.

PREREQUISITE: Social Work 644 and 645

OUTCOMES:

Upon satisfactory completion of this course, students will:

1. Understand the biological, psychological, and social changes that occur with age and how this understanding applies to policy, research, and practice.
2. Demonstrate awareness of how political and historical factors contribute to aging issues (e.g., race, gender, policies, etc.)
3. Identify problems and concerns unique to older persons.
4. Demonstrate beginning knowledge of special approaches to meeting the needs of older adults, their families, and their communities.

COURSE REQUIREMENTS:

1. Type of Instruction:

This course will include a combination of lecture and discussion as well as experiential exercises for students to role-play actual cases involving older persons.

2. Specific Expectations:

This course is a seminar. As a result, students are expected to actively participate in the class. The greater your involvement the more you will enjoy and benefit from the class. The intent is to enhance your knowledge about gerontological social work and to improve your practice and academic skills. This is best accomplished through varied learning techniques and frequent feedback. Your final grade will be based on your performance on four assignments:

Chapter Summary and Reaction Papers	- 10% of grade – due weekly (pass/fail)
Group Exercise	- 15% of grade – due as assigned
Final Paper	- 60% of grade – due 3/10 (see other dates)
Class Participation	- 15% of grade

Chapter Summary and Reaction Papers

Students must submit weekly papers that summarize and critique the chapter (s) assigned for that week. The length of these chapters should be about four pages. The first two pages should summarize the chapter and the last two pages should include your reactions to the chapter, including how well chapter contents support social science, social work or gerontology theory and research, apply to practice and contemporary problems in aging, and raise new issues for social work and for you. These papers will be evaluated on a pass/fail basis

Group Exercise

Students will be assigned to a group on the first day of class. The group is responsible for presenting the material in the chapter (s) assigned for that week and for leading a discussion. The groups will present during the first hour of each class. Every group member must participate equally in this exercise. The presentation should include an overview of the chapter and a discussion. Additional readings that you might use are listed. Strive to engage your classmates and stimulate discussion.

Each group member should submit an evaluation of their effort and participation in this project and although a group grade will be given, based on the group's efforts, innovativeness, organization, enthusiasm, and clarity of presentation, each students' involvement or lack of involvement will be taken into account. The group evaluations will be determined after all groups have presented.

Final Project

The final project requires that you apply the task-centered approach, presented in your text, to an older person in your field placement or that you interview. The project is divided into three parts.

Part 1 (approximately 6 pages) should include an introduction, a description of your client or older adult, and a summary of the person's needs and concerns. This is due **February 8th**.

Part 2 (between 5-7 pages) should discuss the intake or initial assessment and problem identification (See text, page 110), the target problems, selecting and prioritizing problems (see Figure 5.1 and Box 5.9 in your text), the problem area and problem statement goal, exploring and specifying the target problem (See boxes 5.12, 5.13 and Figure 5.2), and setting short and long term goals. This is due **February 22nd**.

Finally, Part 3 (approx. 5-7 pages) should focus on the intervention plan and include: who performs the task, types of tasks, development of task alternatives, selecting tasks (see Box 6.3), planning details of implementation (see Box 6.4), modeling, rehearsal, in-vivo approaches, anticipating and addressing obstacles, and summarizing tasks (See figure 6.1 and the Task Planning Form). This last part should include a conclusion. The final paper, which is due **March 8th**, should take into account feedback from earlier papers.

You are not expected to implement interventions for this assignment. This is a planning exercise, and the interventions should be based on what will help the client and might range from case management or discharge planning to a change in social policy or community intervention. I suggest that you meet with me about your project although I will offer you feedback throughout the quarter. Feel free to discuss your project with me at any time preferably by setting an appointment with me during office hours.

These projects will be evaluated based on how effectively and accurately you apply the task-centered model to your case and how well you organize, present, and write your paper. Use the spell and grammar checkers in your software or have others edit your paper before you finally submit it. Good writing takes practice. You will express your ideas better as you write more and receive feedback.

3. Method of Course Evaluation by Students:

Evaluation of courses and instructors by students constitutes an important aspect of our College's quality review process. Therefore, students enrolled in this course will have an opportunity to give their personal written impressions and assessments of the course and instructor on a form provided in class and in keeping with evaluation policies of the college of Social Work and the University. The evaluation will be treated as a confidential communication in which student anonymity will be protected unless students should elect to identify themselves voluntarily.

4. College Incomplete Policy:

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations, and a request for such a grade option must be discussed with me prior to final exam week. A date for completion of the incomplete work will be established with you. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

However, students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

5. Academic Misconduct Statement:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

REQUIRED TEXT:

Matthias J. Naleppa and William J. Reid (2003). *Gerontological Social Work: A Task-Centered Approach*. New York: Columbia University Press.

COURSE OUTLINE:

January 4 Introduction to the class

January 11 Chapter 1: A Profile of Older Adults**

-McKinnon, J. (2003) *The Black Population in the United States: March 2002*. U. S. Census, Current Population Reports, P20-541. Washington, DC.*

-Ramirez, Roberto R., and de la Cruz, G.P. (2002) *The Hispanic Population in*

the

United States: March 2002, Current Population Reports, P20-545, U.S.Census Bureau, Washington DC.*

-Reeves, Terrance and Claudette Bennett, 2003. *The Asian and Pacific Islander Population in the United States: March 2002*, Current Population Reports, P20-540, U.S. Census Bureau, Washington, DC.*

January 18 Chapter 2: The Aging Network and Service Providers*

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Required Reading

+ Recommended Reading

(See also Task Planners: Resources & Planning)*

-Rosen, A. & Zlotnik, J.L. (2001) Social Work's Response to the Growing Older Population. *Generations*, 25 (1) Spring, pp. 69-71.+

-Richardson, V.E. & Barusch, A. S. (2005). Improving the Quality of Life of

Older

Persons: Social Services and Aging. In *Contemporary Themes in Gerontology: Implications for Practitioners*. New York: Columbia University Press. +

January 25 Chapter 3: Communication for Gerontological Practice*

-Cochran, S. et al. (2003). Prevalence of Mental Disorders, Psychological distress, and Mental Health Services Use Among Lesbian, Gay, and Bisexual Adults in the United States. *Journal of Consulting and Clinical Psychology*, 71, 53-61.+

February 1 Chapter 4: Assessment in Gerontological Practice*

(See Task Planners: Health and Mental Health and Home and Personal Safety)*

-Kivnick, H. (2001) Life Strengths Interview Guide: As Elder Clients' Strengths, *Journal of Gerontological Social Work*, 34, 7-32+

February 8 Chapter 5: Initial Phase of Intervention*

(See Health and Mental Health Task Planners)*

-Ford, M & Hatchett, B. (2001). Gerontological Social Work with Older African American Adults, *Journal of Gerontological Social Work*, 36 (3/4), p. 141-155+

February 15 Chapter 6 & 7: The Middle and Final Phases (Ending Service)* (See Task Planners on Advance Directives and Planning, EOL topics and Hospice)*

+Greene, R. (2002). Holocaust Survivors: A Study in Resilience. *Journal of Gerontological Social Work*, 37 (1), 3-18.+

February 22 Chapter 8: Case Management (See Task Planners on Safety and Respite)*

-Stokes, S. et al. (2001). Screening for Depression in Immigrant Chinese-

American

Elders: Results of a Pilot Study, *Journal of Gerontological Social Work*, 36 (1/2), 27-44+

March 1 Chapter 9: Practice with Caregivers: Individuals and Groups* (See Caregiving and Elder Abuse)*

+Greene, R. (2000). Serving the Aged and their Families in the 21st Century

using a

Revised Practice Model, *Journal of Gerontological Social Work*, 34, 43-62+

March 8 Chapter 10: Practice in Long-Term Care Settings* (See Living and Care Arrangements Planners)*

* Required Reading

+ Recommended Reading

Past

-Chapin, R. (1999). It is expected by the Year 2000: Using Lessons from the
to Plan for the Elder Boom. *Journal of Gerontological Social Work*, 32, 21-40+

NOTE: This syllabus and other course materials are available in alternative
formats upon request. Please contact Ms. Diana Ramsey, 303 Stillman Hall,
292-5309.