


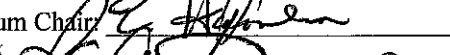
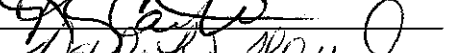


# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: SOCIAL WORK	COLLEGE: CDSI
COURSE PREFIX AND NUMBER: SOW 6646	CURRENT COURSE TITLE: ADVANCED SOCIAL WORK PRACTICE WITH ELDERS AND FAMILIES
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2013	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: ADVANCED THEORY AND SOCIAL WORK PRACTICE ELDERS AND FAMILIES	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE PREFIX FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE COURSE NO. FROM: TO:	CHANGE REGISTRATION CONTROLS TO:
CHANGE CREDITS FROM: TO:	
CHANGE GRADING FROM: TO:	
CHANGE DESCRIPTION TO:	
*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.	
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.
N/A	N/A

Faculty contact, email and complete phone number: Elwood R. Hamlin, [ehamlin@fau.edu](mailto:ehamlin@fau.edu) 7-2864

<b>Approved by:</b> Department Chair:  College Curriculum Chair:  College Dean:  UGPC Chair:  Graduate College Dean:  UFS President: _____ Provost: _____	<b>Date:</b> 8-5-13 8-5-13 8/5/13 9-11-13 9.12.13 _____ _____	<b>ATTACHMENT CHECKLIST</b> ♦Syllabus (see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">http://www.fau.edu/provost/files/course_syllabus.2011.pdf</a> ) ♦Written consent from all departments affected by changes
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY**

School of Social Work

SOW 6646 – Advanced Theory & Social Work Practice with Elders & Families  
CRN 89384 & CRN 95589

<i>Semester: Fall, 2013</i>	<i>Classroom: SO 315</i>
<i>Start/End Date: August 24-December 11, 2013</i>	<i>Class Times: 4pm – 6:50 pm</i>
<i>Instructor: M.Kane PhD, LCSW</i>	<i>Office Hours: 2 hours prior to scheduled class</i>
<i>Phone: 561-297-3234</i>	<i>Office Location: Boca Campus, SO 310</i>
<i>Email: <a href="mailto:mkane@fau.edu">mkane@fau.edu</a></i>	<i>Web: <a href="http://www.fau.edu/ssw">www.fau.edu/ssw</a></i>
<i>Blackboard: <a href="http://bb.fau.edu">http://bb.fau.edu</a></i>	<i>3 credits</i>

***COURSE DESCRIPTION***

Elder populations in the United States are rapidly increasing. Their needs are as diverse as are they. Aging is influenced by many factors; including cultural and sexual stereotypes, the fit between needs and resources, and society's perceptions of aging. The goal of this course is to sensitize the student to the impact of ageism and to prepare the student for effective and sensitive advanced practice with elders in an ageist society.

Units of study include ageism, concepts of aging, physical and mental health concerns of elders, long-term care, direct practice with elders (including individual, family and group), and policy-related issues.

***Organizing principles:***

Several organizing principles are operational in this course.

1. The needs of elders constitute a growing challenge to the social work profession. Social workers are frequently expected to assist all populations in the acquisition of resources, including the older populations. Social workers need specialized knowledge and skills related to the delivery of direct services to the elderly.
2. In light of demographic trends, the number of elders requiring specialized services will continue to increase. More social workers with specialized knowledge skills will be needed to provide services to this group.
3. Direct practice requires knowledge of policy and research to ensure effective and accountable intervention. Knowledge of specialized health, mental health, and long-term-care needs is critical.

### ***RELEVANCE TO THE EDUCATIONAL PROGRAM:***

This course builds on knowledge and skills developed in the Practice sequence; particularly the Generalist Intervention model coupled with “strengths-perspectives” and empowerment practice with individuals, groups, and families. As a concentration year course, it emphasizes advanced practice skills and knowledge. Knowledge gained from Human Behavior in the Social Environment (I & II) provides a foundation for understanding the normative aging process as well as other biopsychosocial issues. As aging is dynamically tied to policy issues and concerns, this course builds on material from previous Policy courses. Knowledge gained in qualitative and quantitative research methodologies provide the tools necessary to effectively evaluate assessment and intervention strategies. This course, building on material from other foundation and concentration courses, provides the background that will lead students in understanding advanced social work gerontological practice.

### ***COURSE OBJECTIVES AND CONCENTRATION PRACTICE BEHAVIORS***

CB 1a: demonstrate professional use of self with clients

CB 2a: apply ethical decision making skills to issues specific to clinical practice

CB 3a: critically evaluate theory and evidence-based knowledge when applying it to unique client systems

CB 4a: Identify and use practitioner/client differences from a strengths perspective

CB 5a: Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention

CB 6a: use research methodology to evaluate clinical practice effectiveness or outcomes

CB 7a: Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice

CB 8a: evaluate the impact, intended or unintended, of agency and public policies, on client systems and clinical practice.

CB 9a: Anticipate and respond to the contextual variables that affect practice, including cultural, technological, geographic, political, legal, economic, and environmental contexts

CB 10 a (engagement): develop a culturally responsive therapeutic relationship

CB 10b (engagement): attend to the interpersonal dynamics and contextual variables that both strengthen and potentially threaten the therapeutic relationship

CB 10c (engagement): establish a relationally based process that encourages clients to be more equal participants in the establishment of treatment goals and expected outcomes

CB 10d (assessment): use multidimensional, evidence-based, bio-psycho-social-spiritual assessment tools

CB 10e (assessment): assess client’s readiness for change

CB 10f (assessment): assess client’s coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.

CB 10g (assessment): select and modify appropriate intervention strategies based on continuous clinical assessment

CB 10h (assessment): use differential and multiaxial diagnosis

CB 10i (intervention): critically evaluate, select, and apply best practices and evidence-based interventions

CB 10k (intervention): collaborate with other professionals to coordinate treatment interventions

CB 10l (evaluation): Use clinical evaluation strategies to assess the effectiveness of their interventions

### ***TEACHING METHODOLOGY:***

The teaching methodology will consist of lectures, demonstration exercises, and class discussion. Student questions and comments are always encouraged. Guest lecturers with expertise in special areas relevant to course material will be asked to address the class.

### ***COURSE ASSIGNMENTS:***

There are five required assignments for this course.

***Assignment 1:*** This assignment relates to course objectives/Clinical Practice Behaviors CB3a, CB6a, CB7a, CB9a, CB10h, CB10i, and CB10L, and proposes to develop skills in examining scholarly literature related to direct clinical practice with elders. In less than one page, demonstrate your ability to:

1. Identify one journal article that evaluates evidence-based clinical practice with elders;
2. Evaluate the strengths and weaknesses of this piece of literature; and
3. Evaluate the significance of the findings/conclusions for direct practice with elders.

A hard copy of the article should be attached to the hard copy critique. No e-submissions will be accepted. This critique should include a brief description of the main ideas, as well as any implications for practice. **ONE PAGE. Due week 4.**

***Assignment 2: In Groups of 2-4, students should consider and select one of the following clinical problems or clinical interventions. Suggested topic areas include:***

- a. Late on-set Paranoia in older persons***
- b. Depression in older persons associated with medical illness OR institutionalization***
- c. Grief and mourning in older persons***
- d. Functional decline in older persons***
- e. Ethanol misuse, abuse, dependence in older persons***
- f. Poly-pharmacy in older adults***
- h. Suicide & suicide prevention in older adults***
- i. Post-traumatic stress disorder in older adults (veteran or non-veteran populations)***
- j. Post-hospitalization/post-surgical delirium in older persons***
- k. Anxiety disorders in older persons***

- l. Group work with older persons (reality orientation, re-motivation, reminiscence, or support groups)*
- m. Working with caregiver spouses/partners of older persons*
- n. Working with Elder mistreatment*
- o. Working with Elder self-neglect*
- p. Working with elders with a terminal illness and who are facing death*
- q. Group with Elders with dementia or psychotic illnesses*
- r. Working with Elders facing residential transitions (and their families)*
- s. Working with Elders in long term residential/custodial care (and their families)*
- t. Working with Elders with dementia in Special Care Units (and their families)*
- u. Narrative therapy and Reminiscence therapy for older persons*

***Other topic areas require approval by instructor***

### ***Assignment 2 – Part A***

Identify a measurement tool that would be effective in working with an older person who has a problem in one of the areas selected from the list under Assignment 1. Copy the instrument. Find out all the information that would be necessary to score the instrument as well as information about its reliability and validity. This will require finding the original article that described how the article was developed and that describes reliability, validity, scoring, norms, etc. In one-page, provide a rationale for usage of this instrument with someone who has a problem in your area for clinical intervention. This assignment relates to course objectives/Clinical Practice Behaviors CB3a, CB4a, CB6a, CB8a, CB10c, CB10d, CB10f, CB10g, CB10h, and CB10L. **(Due week 6)**

**Part 2B - (Assignment #3).** The goal of this second part of this project is to develop specialized knowledge about this area for clinical intervention. Each person working on this assignment should read a minimum of 5-10 peer-reviewed journal articles that evaluate some aspect of clinical practice within the assigned topic/population/intervention. A group of two would review a minimum of 10-20 articles. This information should be synthesized into a compelling literature review that describes the problem and evidence-based interventions used in selected area for clinical intervention (2-3 pages plus references). This assignment relates to course objectives/Clinical Practice Behaviors CB2a, CB3a, CB4a, CB6a, CB8a, CB10a, CB10b, CB10c, CB10e, CB10f, CB10h, and CB10L. **(Due week 9)**

**Part 2C – (Assignment 4).** Based on the selected area, the group will do a treatment plan that would represent work in this specific clinical area. This assignment relates to course objectives/Clinical Practice Behaviors CB1a; CB2a, CB3a, CB4a, CB5a, CB6a, CB8a, CB10c, CB10d, CB10f, CB10g, CB10h, CB10k, and CB10L **(Due week 10).** (1 page)

**Part 2D (Assignment 5).** Beginning midway through the semester, each group will do an oral presentation that is comprised of five areas. A Powerpoint presentation should include only bullet points and not be an opportunity to read from the slides directly to the audience.

- a. A summary of the clinical problem area of interest.
- b. Instrumentation (measurement tools that are used to assess the problem and evaluate progress in working with a person who has a problem in this area.

- c. Evidence-based interventions that have been shown to be effective with older persons who may benefit from clinical intervention.
- d. An evidence-based treatment plan that ties the problem to the interventions and the goals.
- e. *A role play with your group members in which some aspect of your selected evidence-based intervention is demonstrated. This should comprise at least 5-10 minutes of your presentation.*

**Presentations should be about 30 minutes.**

### **ON – LINE Class 1**

Class # 5 (9/23/13 and 9/25/13) is being scheduled as an on-line classes to ensure that you have the opportunity to become familiar with specialized areas of interest that will be helpful for your specific internship site.

<http://www.ssa.gov/planners/calculators.htm> (For a reality check, visit this site and calculate what your Social Security benefits will be when you retire).

[www.aoa.gov](http://www.aoa.gov)

Under Elders & Families Visit Medicare.gov & Long-term Care planning

Under Aging Statistics (Choose two of the three)

Profile of older persons

Minority aging (Statistical profiles for African Americans; US population estimates by state for Hispanics)

Substance abuse

<http://oas.samhsa.gov/2k5/olderadults/olderadults.htm>

Driving & older adults

[http://www.cdc.gov/Motorvehiclesafety/Older\\_Adult\\_Drivers/index.html](http://www.cdc.gov/Motorvehiclesafety/Older_Adult_Drivers/index.html)

Click on “Get the fact” Read this section and visit one of the recommended sites below

Senior Health

<http://nihseniorhealth.gov/listoftopics.html>

Choose 3 topic areas (two should be in areas of the five senses, i.e., hearing, smell, taste, touch, vision)

### **ON – LINE Class 2**

Class # () are being scheduled as an on-line classes to ensure that you have the opportunity to become familiar with specialized areas of interest that will be helpful for your specific internship site.

1. Depression is not a side effect of aging. Dr. Stephen Hall, Clinical Professor of psychiatry at UCSF, explores the evaluation and treatment of depressive disorders in the elderly. Series: UCSF Mini Medical School for the Public [1/2010] [Health and Medicine] [Show ID: 17622] This Youtube clip on Late Life Depression runs approximately 90 minutes. Here’s the link:

<http://www.youtube.com/watch?v=6WM4l-RV7NQ>

2. Dementia, delirium and depression are the three most prevalent mental disorders in the elderly. Dr. James Bourgeois, professor of Clinical Psychiatry at UC Davis, explores the work up and management of elderly persons presenting with these mental disorders. This program is certified for CME by UC Davis Office of CME. Series: UC Grand Rounds Series [9/2008] [Health and Medicine] [Professional Medical Education] [Show ID: 14873]. This youtube clip runs approximately 50 minutes and provides the important differential skills necessary for clinicians to accurately diagnose delirium vs. dementia. Here's the Link:

<http://www.youtube.com/watch?v=1Ns9d9cpQos>

### **Grading**

<i>Assignment 1</i>	<i>- 10%</i>
<i>Assignment 2</i>	
<i>Part A</i>	<i>- 5%</i>
<i>Part B</i>	<i>-25%</i>
<i>Part C</i>	<i>- 20%</i>
<i>Part D</i>	<i>-30%</i>
<i>Attendance/Participation/Professional Behavior</i>	<i>-10%</i>
	<i>-----</i>
	<i>100%</i>

**Grading criteria:** Papers will be graded on the following criteria.

1. Mastery of the content
2. Clear organization of the paper
3. Appropriate use of literature
4. The quality of the analysis
5. Grammar, punctuation, sentence structure

### *Definition of Grades:*

A = significantly exceeds assignment/performance expectations (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions)

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis and lacks evidence of research from professional journals or recent or influential books;

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

### Professional Expectations:

The social work program at FAU has a responsibility to the public and to the profession to graduate professional social workers that are, at a minimum, competent to practice at a beginning level. The School of Social Work is also mandated by CSWE to foster and evaluate student professional development. To that end, instructors must provide clear expectations concerning what is professional and unprofessional behavior, as well as provide feedback to students throughout the course. The three most common problem areas that this instructor has seen are in the areas of class tardiness, disrespect to instructor and fellow students, and unsatisfactory writing skills.

It is rude and disruptive to be late to class or to return late after the break. The class time is posted and published well in advance of the first day of class. It is entirely the student's responsibility to arrange their lives in such a manner that allows them to be on time to class every session. It is understandable that there are occasional emergencies or unavoidable life events, but it is a mark of lack of professionalism to be late to class more than very occasionally. It is never acceptable to be late on a regular basis (e.g., because one's work schedule conflicts with class). Call or email the instructor if you know that you are going to be late to make sure that you will not be too disruptive to that class's planned events.

It is disrespectful to engage in conversation during class. One should not interrupt the flow of the instructor's lecture. Likewise, one should listen respectfully to fellow students without making disparaging comments. It is important that everyone feel safe enough to express his or her views. It is a hallmark of professional social work that we embrace diversity in our clients and our peers.

The MSW program expects each student to exhibit a certain level of mastery as concerns written communications. It also expects each student to constantly seek to improve his or her skills in the interest of professionalism. Accordingly, all written assignments should be turned in with an absolute minimum of errors in spelling, grammar, syntax, etc. While this is not an English class, the overall readability of a paper affects how that paper will be understood and graded. For those who need help with writing skills, the university does offer assistance (at the Davie Campus, go to the Multicultural Affairs office at Module 38G, room 112; also, see <http://www.library.fau.edu/npb/respaper.htm> for writing and research tips)

All written work should be typed or word-processed to maximize readability. Use a dictionary or "spell check" to ensure against error. As social work practice involves the extensive use of writing skills, this strictness on the instructor's part is another way to ensure students will be able to present their views in a professional manner.

It is expected that all assignments will be turned in on time as outlined in the class schedule below. Late assignments will not be accepted except in very extenuating circumstances (e.g., a documented family emergency or a serious medical illness documented with a physician's note).

### ***Audio & Video Taping***

#### ***Policy on Use of Computers and Recording Devices in the Classroom***

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the



instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

### **Course Attendance Policy**

***STUDENTS ARE REQUIRED TO ATTEND THE FIRST SESSION OF THE SEMESTER AND WILL NOT BE ALLOWED TO CONTINUE IN THE COURSE IF THEY HAVE NOT ATTENDED THE FIRST SESSION.***

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, attendance for all classes is required. *More than one unexcused absence, excessive tardiness, or patterns of leaving early will result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, even with excused absences, the student may be required to withdraw or retake the class.* If a student misses 2 classes \_ whether or not there is a documented, excused absence the student may fail the course or receive a substantial decrease in the final grade.

#### **Textbooks:**

#### **REQUIRED:**

**Zarit, S. H., & Zarit, J. M. (2007). *Mental Disorders in older adults: Fundamentals of Assessment and Treatment* (2<sup>nd</sup> ed.). New York: Guilford Press.**

**Frazer, D. W., Hinrichsen, G. A., & Jongsma Jr., A.E. (2011). *The Older Adult Psychotherapy Treatment Planner* (2<sup>nd</sup> Ed.). Hoboken, NJ: John Wiley & Sons.**

#### **STRONGLY RECOMMENDED:**

**Feil, N. (2012). *The validation breakthrough: Simple techniques for communication with people with Alzheimer's-type dementia* (3<sup>rd</sup> Edition). Baltimore: Health Professions Press.**

#### **Recommended texts:**

**Burlingame, V.S. (1995). *Gerocounseling: Counseling elders and their families*. New York: Springer.**

**Butler, R. N., Lewis, M. I., & Sunderland, T. (1998). *Aging and Mental Health* (5<sup>th</sup> Ed.). Boston: Allyn & Bacon**

**Kapp, M. B. (1999). *Geriatrics and the law: Understanding patient rights and professional responsibilities*. New York: Spring Publishing Company.**

**McInnis-Dittrich, K. (2002). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston: Allyn and Bacon.**

Other course readings will be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. **IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU – since you probably do not pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

### **Course Outline and Reading Assignments:**

#### **Unit 1: Age, aging, and ageism**

Students are introduced to the concepts of ageism, including subtle forms of paternalism. Diverse cultural views of aging are further identified to assist in recognizing cultural aspects of ageism. Session 1.

Required readings:

#### **Texts:**

##### **REQUIRED:**

**Zarit & Zarit (2007), Chapters 1 & 2, pp 1-39.**

**Minkler, M., Fuller-Thomson, E., & Guralnik, J. M. (2006). Gradient disability across the socioeconomic spectrum in the United States. *New England Journal of Medicine*, 355(7), 695-703.**

**Minkler, M., & Holstein, M. B. (2008). From civil rights to....civic engagement? Concerns of two older critical gerontologists about a “new social movement” and what it portends. *Journal of Aging Studies*, 22, 196-204.**

Recommended:

Kapp, (1999). Chapter 1 – Introduction – Demography and epidemiology  
Butler et al., Chapter 1 (Who are the Elderly?) and Chapter 2 (Older people and their families)

McInnis-Dittrich, Chapter 1- The Context of Social Work Practice with Elders  
Burlingame, Chapter 1 – The gerocounselor

Kane, M. N. (2006). Ageism and gender among social work and criminal justice students. *Educational Gerontology: An International Journal*, 32(10), 859-880.

Kane, M.N. (2006). Social work students' perceptions about incompetence in elders. *Journal of Gerontological Social Work*, 34(3/4), 153-171

Kane, M. N. (2007). Social work and criminal justice students' perceptions of elders. *Journal of Social Service Research, 34* (1), 13-26.

Kane, M. N. (2008). Imagining recovery, resilience and vulnerability at 75: Perceptions of Social Work Students. *Educational Gerontology, 34*(1), 30-50.

**Unit II: Concepts of aging & Unit III: Physical health concerns of the aged and their families**

The student will be exposed to a biopsychosocial understanding of the normal aging process. Session 2, 3 & 4.

**Required readings:**

**Texts:**

**Zarit & Zarit (2007), Chapters 1 & 2, pp 1-39. Chapter 8 (Foundations of Treatment) pp 189-227).**

**Recommended:**

**Butler et al., Chapter 3 – Healthy Successful Aging**

**Kapp. Chapters 2 & 7 Introduction to the Law & Legal System/Elder abuse & Neglect**

**McInnis-Dittrich, Chapters 2, 3 & 4 – Biological Changes & Physical well-being of Elders/Psychosocial Adjustments to aging/Assessment.**

The student will recognize chronic and acute health concerns for the elderly, and their impact upon the elders' well-being and need for social work intervention. Sessions 4 & 5.

Adams, W. L., McIlvain, H. E., Lacy, N. L., Magsi, H., Crabtree, B. F., Yenny, S. K., & Sitorius, M. A. (2002). Primary care for elderly people: Why do doctors find it so hard? *The Gerontologist, 42*, 835-842.

American Association of Retired Persons. (2002). AARP/Modern Maturity Sexuality Study. Retrieved March 27, 2007 from <http://www.siecus.org/pubs/fact/fact0018.html>

Angus, J., & Reeve, P. (2006). Ageism: A threat to "Aging Well" in the 21<sup>st</sup> century. *Journal of Applied Gerontology, 25*(2), 137-152.

Balsis, S., & Carpenter, B.D. (2005). Evaluations of elderspeak in a caregiving context. *Clinical Gerontologist, 29*(1), 79-96.

**Murray, C.J.L., Kulkarni, S., & Ezzati, M. (2005). Eight Americas: New perspectives on U.S. Health disparities. *American Journal of Preventive Medicine*, 29(5S1), 4-10.**

#### **Unit IV: Mental health concerns of the aged and their families**

The student will learn to recognize mental health concerns of the elderly: primarily those related to depression, pseudo-dementia, and dementia.

Sessions 6-10.

#### **Required readings:**

**Zarit & Zarit (2007), Chapter 3 (Dementia, Delirium & other cognitive problems) (pp 40-77),**

**Chapter 4 (Mood & Anxiety Disorders) (pp 78-98),**

**Chapter 5 (Other Mental Health Problems) (99 – 114),**

#### **RECOMMENDED: Texts**

**Butler et al., Chapters 4 (common emotional problems), 5 (common psychiatric problems), 6 (cognitive disorders), & 7 (special concerns: race, gender, and ethnicity)**

**Feil – The Validation Breakthrough (Chapters 1 -14).**

**Kapp, - Chapters 7 & 8 – Elder abuse/Involuntary Commitment, Guardianship, Protective Services, Representative Payees, and Powers of Attorney**

**Burlingame, Chapters 5, 6, & 7 – Goals, Modalities, & Interventions**

**McInnis-Dittrich, Chapters 5, 6, 7, & 8 Differential Assessment & Diagnosis of Cognitive & Emotional Problems in Elders/Social Work Interventions in the socioemotional and cognitive problems of elders/Alternative Interventions in the Socioemotional problems of elders/Addictive Disorders and Suicide Prevention in elders.**

**Balsis, S., & Carpenter, B.D. (2005). Evaluations of elderspeak in a caregiving context. *Clinical Gerontologist*, 29(1), 79-96.**

**Becker, M., Schonfeld, L., & Stiles, P.G. (2002). Assisted living: The new frontier for mental health care? *Generations: Journal of the American Society of Aging*, xxvi(1), 72-77.**

**Delessio, D. J. (1984). Maurice Ravel and Alzheimer's disease. *Journal of the American Medical Association*, 252(24), 3412-3413.**

**Kimble, M. A. (2002). The defiant power of the human spirit: Mental health in later life. *Journal of Religious Gerontology*, 13(3/4), 39-47.**

## **Unit V: Elders, Caregiving, and long-term care**

The student will be exposed to concepts of long-term care; including institutionalization, day care and community-based programs. Family caregiving is also addressed. Particular attention will be focused on assessment of needed-services, as well as predictors of institutionalization. Sessions 10 & 11.

### **Required readings:**

**Zarit & Zarit (2007). Chapter 13 (Family Caregiving) (pp 321-350) & Chapter 14 (Consultation in Institutional Settings)(pp 351-379).**

### RECOMMENDED Texts:

**Butler, Chapters 10 (How to keep people at home), 11 (Proper Institutional Care) , & 12 (Psychotherapy & environmental therapy)**

### **Kapp - Chapters 9 & 10 – Medico-legal problems in caring for nursing home Residents/Legal Considerations in Home Health Care**

Kane, M. N. (2001). Legal guardianship and other alternatives in the care of elders with Alzheimer's Disease. *American Journal of Alzheimer's Disease and Other Dementias*, 16(2), 89-96.

Monkhouse, C. (2003). Beyond the medical model – the Eden Alternative in practice: A Swiss Experience. *Journal of Social Work in Long-Term Care*, 2(3/4), 339-353.

Woods, S. & Stephens, M. (2003). Vulnerability to elder abuse and neglect in assisted living facilities. *The Gerontologist*, 43(5), 753-757.

## **Unit VI: Intervention modalities**

In this unit, students will become familiar with clinical modalities on the **individual, family, and group levels**. Particular importance is placed on group work, reminiscence therapy, creative arts therapies, and validation therapy. Sessions 12, 13, & 14.

### Required readings: **Zarit & Zarit (2007)**

**Chapter 7 (Psychological testing) (pp 153-188),**

**Chapter 9 (Treatment of Depression) (pp 228-262)**

**Chapter 10 (Treatment of Anxiety symptoms) (pp 263-280)**

**Chapter 11 (Treatment of Paranoid Symptoms (pp 281-298)**

**Chapter 12 (Treatment of Dementia) (pp 299- 320).**

**Frazer et al. (2011) – The Older Adult Psychotherapy Treatment Planner**

Recommended TEXTS:

**Burlingame, Chapter 7 & 8 – Interventions & special disorder interventions**

**McInnis-Dittrich, Chapters 6, 7, 9, 10, & 12 – Social Work Interventions/Alternative Interventions/Group Work with Elders/Spirituality and Social Work with Elders/Working with Elders Support Systems: SPOUSES, PARTNERS, FAMILIES & CAREGIVERS**

**Butler et al., Chapters 8 (General treatment principles), 9 (Diagnostic evaluation), 12 (Psychotherapy & environmental therapy) & 13 (Drug and other somatic therapies)**

Adamson, D. Feinauer, L., Lund, D., & Caserta, M. (1992). Factors affecting marital happiness of caregivers of elderly in multigenerational families. *American Journal of Family Therapy*, 20(1), 62-70.

Burnside, I. (1994). Reminiscence group therapy. In I. Burnside & M. Gwynne Schmidt (Eds.), *Working with older adults: Group process and technique*, (pp. 163-178). Boston: Jones and Bartlett Publishers.

Choi, N. G. (1999). Living arrangements and household compositions of elderly couples and Singles: A comparison of Hispanics and Blacks. *Journal of Gerontological Social Work*, 31(1/2), 41-61.

Clark, M., & Huttlinger, K. (1998). Elder care among Mexican American families. *Clinical Nursing Research*, 7(1), 64-81.

**Unit VII: Policy and aging**

This unit will focus on policy as it effects elders. Of primary concern are issues tied to reimbursement for long-term care. Session 15/16.

Required reading:

Zarit & Zarit (2007). Pp 380-395

RECOMMENDED:

**Kapp (1999). Chapters 5, 6, 11, & 13 – Financing Health Care for Older Persons/Disability**

**Programs and Protections for Older Persons/Medico-legal issues at the End of Life/Legal Services to Older Persons: Physician-Attorney Cooperation**

Gibson, P.A. (2002). Barriers, lessons learned, and helpful hints: Grandmother caregivers talk

About service utilization. *Journal of Gerontological Social Work*, 39(4), 55-74.

## **CLASSROOM CODE**

The primary goal of the School of Social Work is to prepare you for professional social work practice. As a result, it is important that you begin to demonstrate professionalism in every aspect of your behavior; including attendance, social interactions, and academic performance. The following guidelines should provide you with a general overview of what is expected. ***Students requiring accommodation pursuant to the Americans with Disability Act should be registered with the OSD (Office for Students with Disabilities) and provide documentation of their needs at the first class meeting.***

### **Class Attendance and Participation**

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade or failure. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student will receive a substantial decrease in the final grade or may fail the course.

## **CLASS PARTICIPATION**

A crucial component of professional social work education relates to an understanding of and adherence to the values of the social work profession and the Code of Ethics of the National Association of Social Workers. Active participation in classroom settings facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers. The effect of class participation on grades will be determined by the instructor.

### **Professional Expectations of Student Behavior**

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the

profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.  
Complete work in a timely fashion and according to directions provided.  
Come to class prepared, with readings and other homework completed.*

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.  
Give feedback to peers in a constructive manner.  
Approach conflict with peers or instructors in a cooperative manner.  
Use positive and nonjudgmental language.*

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.  
Use judgment in self-disclosing information of a very personal nature in the classroom.  
(Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)  
Never use names of clients or disclose other identifying information in the classroom.*

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens  
Seek out appropriate support when having difficulties to ensure success in completing course requirements.  
Take responsibility for the quality of completed tests and assignment.  
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly.  
Do your own work and take credit only for your own work.  
Acknowledge areas where improvement is needed.  
Accept and benefit from constructive feedback*



*Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

6. **Diversity:** Strive to become more open to people, ideas; and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.  
Exhibit a willingness to serve diverse groups of persons.  
Demonstrate an understanding of how values and culture interact.*

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.  
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.  
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

#### Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.

5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

### **Academic Irregularities, Academic Policies and Regulations:**

According to FAU policies, the following constitute Academic Irregularities:

1. The use of materials and devices such as notes, books, calculators, etc., while taking an examination, unless specifically authorized by the instructor; or assistance from or to other persons while taking an examination unless specifically authorized by the instructor acts defined as "cheating".
2. The presentation of words or ideas from any other source as one's own is an act defined as plagiarism.
3. The unauthorized obtaining, distributing, or receiving of materials which is, or is purported to be an examination, or part of an examination, without the expressed consent of the instructor.
4. Taking an examination for another person or having another person take an examination, and presenting, or having same presented as one's own exam.
5. Other activities that interfere with the academic mission of the classroom.
6. Submission of the same, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

For the Academic Policies and Regulations see the FAU Graduate catalogue which contains information on grading, incomplete grades, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

#### **SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

#### **STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

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### **DISCRIMINATION OR HARASSMENT – 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

### **RELIGIOUS HOLIDAYS**

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

### **HONOR CODE**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

### **ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

## **INCOMPLETE POLICY**

A grade of “Incomplete” will be considered by the Instructor to be a privilege, not a right. Therefore, it must be earned and the following criteria met:

1. The student must be performing at least “C-level” work on all assignments, due to date at the time that the “Incomplete” is requested.
2. In addition, evidence of adult responsibility on the student’s part will be considered in evaluating the request.
3. The student and faculty must complete an “Incomplete Contract.”
4. Following the completion of the semester, it will be the student’s responsibility to complete the agreed upon assignments in a timely manner, following the contract stipulations.

## **CALENDAR for 2013 – Advanced Practice with Elders & Families**

<b>Session #</b>	<b>Date (Mondays)</b>	<b>Date (Wednesday)</b>
1	August 26	August 28
2	September 2 Labor Day – No class	September 4
3	September 9	September 11
4	September 16	September 18

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5	September 23 <b>On line session</b>	September 25 <b>On line</b>
6	September 30	October 2
7	October 7	October 9
8	October 14 <b>On line #2</b>	October 16 <b>On line 2</b>
9	October 21	October 23
10	October 28	October 30
11	November 4	November 6
12	November 11 Veteran's Day – No class	November 13
13	November 18	November 20
14	November 25	November 27
15	December 2	December 4
16	December 9	December 11