

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**  
**SCHOOL OF SOCIAL WORK**  
**FALL 2019**

**COURSE NUMBER:** SOWO 843  
**COURSE TITLE:** Older Adults: Theory and Practice  
**DAY AND TIME:** Monday, 5:30 to 8:00 pm, Classroom 107, Tate, Turner, & Kuralt  
**INSTRUCTOR:** Denisé Dews, MSW  
Office: Tate, Turner, & Kuralt, 335A  
Phone: 919-962-6439  
Email: ddews@unc.edu  
**OFFICE HOURS:** Mondays 3:00 – 5:00pm and by appointment

**COURSE DESCRIPTION:** This course fosters understanding of normal aging, illness, and common challenges associated with aging, and also practice skills to treat older adults and their families. A portion of the class is delivered online through the Sakai website.

**COURSE OBJECTIVES:**

Upon completion of the course, students will demonstrate knowledge of:

1. Ethical values and discipline-based theories (e.g., biology, psychology, sociology) to understand the aging process;
2. Issues of prevention as well as common diseases and functional disorders of older adults;
3. A strengths-based conceptual framework to view older people as resources and contributing members of society;
4. The relationship between gerontological theory and practice with older adults;
5. The continuum of care represented in the aging service network;
6. How matters such as gender, race, ethnicity, culture, poverty, education, sexual orientation, and rural residence relate to aging and their relevance for assessment, treatment, and case management; and
7. Theories of cause and theories of change related to the development, assessment, and treatment of five common challenges relevant to older adults: anxiety, depression, cognitive impairment, caregiver stress, and end-of-life.
8. Evidence-based practice models for working with older adults and their families on problems related to anxiety, depression, cognitive impairment, caregiver stress, and end-of-life care.

Also upon completion of the course, students will demonstrate skills in:

1. Assessment of older adults;
2. Collaboration with the families of older adults;
3. Individual, family, and group treatment with older adults;
4. Case management with older adults and their families related to case, program & system management; and,
5. Assessment, treatment, and case management for anxiety, depression, cognitive impairment, caregiver stress, and end-of-life.

**EXPANDED DESCRIPTION:** This course presents knowledge and theories from biological, psychological, sociological, and other disciplines to understand normal aging, illness, and common challenges associated with aging. This information is used to frame and inform practice and develop skills to treat older adults and their families in the context of individual and family treatment, group work, and case management; students also obtain knowledge and develop skills related to assessment and care for anxiety, depression, cognitive impairment, caregiver stress, and end-of-life.

**REQUIRED BOOKS:**

Blando, J. (2011). *Counseling Older Adults*. New York, NY: Routledge. [this book will be available electronically on the Sakai site]

Carlton-LaNey, Iris. (2005). *African Americans Aging in the Rural South*. Durham, NC: Sourwood Press, Inc.

Hooyman, N.R. & Kiyak, A.H. (2017). *Social gerontology: A multi-disciplinary perspective* (10<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

**REQUIRED READINGS:** Are listed in the Course Outline. Most of these articles are available on the Sakai course site. Other readings may be assigned.

**RECOMMENDED TEXTS:**

Blazer, D. G. & Steffens, D. C. (2011). *The American Psychiatric Publishing Textbook of Geriatric Psychiatry* (4<sup>th</sup> ed.). Arlington, VA: American Psychiatric Publishing, Inc.

Youdin, R. (2019). *Old and High: A Guide to Understanding the Neuroscience and Psychotherapeutic Treatment of Baby-Boom Adults' Substance Use, Abuse, and Misuse*. New York, NY: Oxford University Press.

**RELATED READINGS:** Numerous optional readings exist for students who wish to learn more about the topics under discussion. Students should ask the instructor to suggest readings of interest.

**TEACHING METHODS:** This course consists of presentations, class discussion, group presentations, role plays, & case-based skills practice. Students are expected to come to class prepared to discuss the required readings. Further, a supportive learning environment, reflecting the values of the social work profession, is expected. This environment is fostered by listening to the ideas and views of others, appreciating a point of view that is different from one's own, and linking experience to readings and assignments.

**CLASS ASSIGNMENTS:** Assignments are described below & on the following page, along with their proportionate value. Additional information will be provided in advance of their completion.

1. Attendance & Class Participation (10%). Attendance, punctuality, constructive contributions to class discussions, and active participation in small group tasks determine this grade. A number of in-class participation projects will be assigned throughout the semester. Projects are designed to encourage participation, critical thinking, and the practical application of course content.
2. Quizzes (30%). There will be 18 quizzes available, one for each chapter in the text. Each quiz is worth two points. Students are required to complete 15 of the quizzes. Students may earn bonus points for completing additional quizzes. Quizzes will be taken online using Sakai. Each quiz will be available for two weeks. Students needing assistance navigating Sakai are encouraged to seek assistance from the Sakai support website: <https://sakai.unc.edu/portal>. With the exception of Quizzes 1 & 5, there will be only one attempt/submission for each quiz (Quizzes 1 & 5 will have unlimited attempts/submission). You will have one hour to complete each quiz on Sakai. *Due date: 5:00pm on various dates – see Course Outline in this syllabus.*
3. Differentiating Dementia Paper (5%). See Addendum A for assignment description. *Due September 16*
4. Audacious Aging (5%). This paper will be a reflection assignment. See Addendum B for assignment specifics. *Due: September 23*
5. Class Presentation (20%). Individually or in a small group, students will deliver a 90 minute presentation on a innovation for older adults **or** challenge of later life: e.g. anxiety, depression, cognitive impairment, caregiver stress, or end of life. See Addendum C for assignment specifics. *Due November 4 & 11*
6. Discussion Question Responses (10%). See Addendum E for assignment specifics. *Due November 18.*
7. Snippets of a Life Journey Interview (20%). Students will submit a 10-20 page paper. *Due December 2.*

**GRADING SYSTEM:** The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). A grade of P is considered entirely satisfactory. The grade of Honors—which only a small percentage of students attain--signifies that the work is clearly excellent in all respects. The numerical values of these grades are:

94-100 = H  
 80-93 = P  
 70-79 = L  
 ≤ 69 = F

**POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:** Professional practice and administration require attention to detail as well as timely completion of assignments. The classroom serves as an environment in which to develop professional practices such as meeting deadlines and producing high quality work. As such, class assignments are expected to be completed on time and to represent the student’s highest level of effort. If there are circumstances that

prohibit the timely completion of an assignment, it is the responsibility of the student to contact the instructor at least 24 hours prior to the assignment due date. The instructor may grant an extension under certain extenuating circumstances, but may choose not to grant an extension.

A paper is considered late if it is handed in later than the beginning of class on the day that it is due. The grade for late papers will be reduced 10% per day, including weekend days. Therefore, a paper that would merit a grade of 100 at the time class begins on Friday would receive a grade of 90 if submitted later that day; a grade of 81 if submitted on Saturday; a grade of 73 if submitted on Sunday; and a grade of 66 if submitted on Monday.

A grade of Incomplete is given on rare occasions when there is sufficient reason to warrant it. It is the student's responsibility to initiate a conversation with the instructor to request an Incomplete; the instructor has no responsibility to give an Incomplete without such a request.

**POLICY ON ACADEMIC DISHONESTY:** It is the responsibility of every student to obey and support the enforcement of the UNC Honor Code, which prohibits lying, cheating, or stealing in actions involving academic processes of this class. All written work should contain a signed pledge stating: "I have neither given nor received unauthorized aid in preparing this work." In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and determination if further action is required.

It is the student's responsibility to properly cite sources used in preparing written work. To avoid difficulties with plagiarism, ideas that are not one's own must be credited, whether or not those ideas have appeared in print. Please refer to the *APA Style Guide*, *The SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments.

**ACCESSIBILITY AND RESOURCES SERVICES:** The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel:- 919-962-8300 or Email:- [accessibility@unc.edu](mailto:accessibility@unc.edu). A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

### **WRITING SUPPORT**

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested

appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com) . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

**POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM:** I prefer no computers in the classroom but recognize that some students prefer to take notes electronically. There is to be no recording or videotaping in the classroom unless special accommodations are required through the University's Disabilities Services. Use of electronic devices for non-class related activities such as checking e-mail, surfing, IMing, blogging or playing games is prohibited. Use of electronic devices for non-class related activities will result in a reduction of class participation grade.

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS:** All papers are to be submitted electronically using the Drop Box feature of Sakai. Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling.

**COURSE OUTLINE BY CLASS**

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC &amp; ACTIVITIES</b>	<b>READINGS &amp; ASSIGNMENTS DUE YOU ARE EXPECTED TO HAVE COMPLETED THE READINGS BEFORE CLASS ON THE DATE LISTED</b>
1	8/26/19	Introductions, Expectations, and Review of the Course Syllabus	<ul style="list-style-type: none"> <li>□ Course Syllabus</li> <li>□ Choi, N. G., DiNitto, D. M., Marti, C. N., and Choi, B. Y. (2017) Too little sleep and too much sleep among older adults: Associations with self-reported sleep medication use, sleep quality and healthcare utilization. <i>Geriatr Gerontol Int, 17</i>, 545-553.</li> <li>□ Cummings, S. M., Cooper, R. L. &amp; Cassie, K. M. (2009). Motivational interviewing to affect behavioral change in older adults. <i>Journal of Research on Social Work Practice, 19</i>, 195-204.</li> <li>□ Elsayy, B. &amp; Higgins, K. E. (2011). The geriatric assessment. <i>American Family Medicine, 83</i>(1), 48-56.</li> <li>□ Rosowsky, E. (2005). Ageism and professional training in aging: Who will be there to help? <i>Generations, 29</i>, 55-58.</li> <li>□ Smith, C.K., Emery, L., Williams, A. &amp; Powers, J. S. (2015). Development of a Level 1 Geriatric Outpatient Social Work Screen in a Veterans Primary Care Clinic, <i>Journal of Gerontological Social Work, 58</i>:4, 437-444.</li> </ul>
2	LABOR DAY	No Class	Enjoy!

3	9/9/19	<p><i>Alzheimer's and Dementia</i>  Guest Speaker:  Bobbi Matchar, MSW,  LCSW</p> <p>Tour of JFS with  Jenny Schwartz, MSW,  LCSW</p> <p>We will meet at:  Jewish Family Services  Durham-Chapel Hill  Jewish Federation  1937 W. Cornwallis  Road, Durham  Class will begin at  5:45pm.</p>	<ul style="list-style-type: none"> <li>□ Barnes, L. L., &amp; Bennett, D. A. (2014). Alzheimer's disease in African Americans: Risk factors and challenges for the future. <i>Health Affairs</i>, 33(4), 580-6.</li> <li>□ Gwyther, L. P. &amp; Katz, J. L. (2012). Alzheimer's Disease and related dementias: Complex family care. In E. F. Hoffler &amp; E. J. Clark (Eds.), <i>Social Work Matters: The Power of Linking Policy and Practice</i>, 268-274. Washington DC: NASW Press.</li> <li>□ Hooyman &amp; Kiyak – Chapter 1- Social Gerontology &amp; Chapter 5 – Cognitive Changes</li> <li>□ Sasson, S. (2000). Beneficence versus respect for autonomy: An ethical dilemma in social work practice. <i>Journal of Gerontological Social Work</i>, 33(1), 5-16.</li> <li>□ Wallace, S. P. (2015). Equity and social determinants of health among older adults. <i>Generations</i>, 38(4), 6-11.</li> <li>□ Due: Quiz 1</li> <li>□ Due: Quiz 5</li> </ul>
4	9/16/19	<p>Meeting at Carol Words Retirement Community  –  Lobby of Health Canter,  Building 4, 750 Weaver Dairy Road, Chapel Hill,  6:00pm</p> <p>Guest speaker: Devon Wilson  Life Enrichment Facilitator &amp; Volunteer Coordinator</p>	<ul style="list-style-type: none"> <li>□ Ackerman, M. L., Edwards, J. D., Ross, L. A., Ball, K. K. Lundsman, M. (2008). Examination of cognitive and instrumental functional performance as indicators for driving cessation risk across 3 years. <i>The Gerontologist</i>, 48, 802-810.</li> <li>□ Belluck, P. (2010). Giving Alzheimer's Patients Their Way, Even Chocolate. <i>The New York Times</i>. Retrieved from: <a href="http://www.nytimes.com/2011/01/01/health/01care.html?pagewanted=all&amp;r=0">http://www.nytimes.com/2011/01/01/health/01care.html?pagewanted=all&amp;r=0</a></li> <li>□ Blando – Chapter 2 – Attending and Listening Skills in Work with Older Adults. <i>Counseling Older Adults</i></li> <li>□ Center for Aging Research and Educational Services (2008). Person-centered thinking. <i>Adult Services Practice Notes</i>, 10(8).</li> <li>□ Hooyman &amp; Kiyak – Chapter 3 – Physical Aging &amp; Chapter 4 – Chronic Disease</li> <li>□ Due: Quiz 3</li> <li>□ Due: Quiz 4</li> <li>□ <b><i>Differentiating Dementia</i></b> paper due</li> </ul>

5	9/23/19	<p>Older Adult Sexuality</p> <p>Intersection of LGBT and Aging Film: <i>Gen Silent</i></p>	<ul style="list-style-type: none"> <li>□ Blando – Chapter 3 &amp; 4 – Stages of Counseling Older Adults, Psychodynamic and Existential Foundations. <i>Counseling Older Adults</i></li> <li>□ Hooyman &amp; Kiyak – Chapter 7 – Love, Intimacy, and Sexuality in Old Age and Chapter 8 – Social Theories of Aging</li> <li>□ Kazer, M. W. (2013). Sexuality in Older Adults: Changing Misconceptions. <i>Journal of Gerontological Nursing</i> 39(11), 2-3.</li> <li>□ Kimmel, D. (2014) Lesbian, Gay, Bisexual, and Transgender Aging Concerns. <i>Cinical Gerontologist</i>, 37, 49-63.</li> <li>□ Spira, M., Orwat, J., Knepler-Foss, S. (2018). Aging within the LGBT community. In M. P. Dentato (Ed.), <i>Social work practice with the LGBTQ community: The intersection of history, health, mental health, and policy factors</i> (pp. 211-231). New York, NY: Oxford University Press.</li> <li>□ Video: <i>Older Adult Sexuality: A Continuing Human Need</i> <a href="https://www.youtube.com/watch?v=DbosjleLvFE">https://www.youtube.com/watch?v=DbosjleLvFE</a></li> <li>□ Due: Quiz 7</li> <li>□ Due: Quiz 8</li> <li>□ <b><i>Audacious Aging</i></b> paper due</li> </ul>
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6	9/30/19	<p>Health Disparities for Aging Minorities  Guest Speaker:  Christina Horsford,  MSW, Ph.D. Candidate  Elon University Human  Service Studies</p>	<ul style="list-style-type: none"> <li>□ Ayers, C. R., Sorrell, J. T., Thorp, S. R., &amp; Wetherell, J. L. (2007). Evidence-based psychological treatments for late-life anxiety. <i>Psychology and Aging, 22</i>, 8-22.</li> <li>□ Cummings, S. M. and Kropf, N. P. (2009). Formal and informal support for older adults with severe mental illness. <i>Aging and Mental Health, 13</i>, 619-627.</li> <li>□ Cummings, S. M. &amp; Kropf, N. P. (2011). Aging with a Severe Mental Illness: Challenges and Treatments. <i>Journal of Gerontological Social Work, 54</i>, 175-188.</li> <li>□ Gellis, Z.D. &amp; McCracken, S.G. (2008). <i>Anxiety disorders in older adults</i>. In S. Diwan (Ed.), <i>Mental Health and Older Adults Resource Review</i>. CSWE Gero-Ed Center, Master's Advanced Curriculum Project.</li> <li>□ Hooyman &amp; Kiyak – Chapter 2 – Aging Across Cultures; &amp; Chapter 15 – Resilience of People of Color</li> <li>□ Wetherall, J. L., Petkus, A. J., White, K. S., Nguyen, H., Komblith, S., Andreescu, C., Zisook, S., &amp; Lenze, E. J. (2013). Antidepressant medication augmented with CBT for generalized anxiety disorder in older adults. <i>American Journal of Psychiatry, 170</i>, 782-789.</li> <li>□ Due: Quiz 2</li> <li>□ Due: Quiz 15</li> </ul>
7	10/7/19	<p>Meeting at the Marian Cheek Jackson Center for Saving and Making History  512 W. Rosemary Street, Chapel Hill</p> <p>Aging in Community: Home and Health in Later Life  Guest speaker:  Ryan Lavalley, Ph.D.,  OTR/L  UNC - Center for Health Promotion &amp; Disease Prevention</p>	<ul style="list-style-type: none"> <li>□ Firestone, S. K. (2015). <i>Making Your Community Livable for All Ages: What's Working!</i> Washington, DC, National Association of Area Agencies on Aging.</li> <li>□ Greenfield, E.A. &amp; Fedor, J.P. (2015). Characterizing older adults' involvement in naturally occurring retirement community (NORC) supportive service programs. <i>Journal of Gerontological Social Work, 58:5</i>, 449-468.</li> <li>□ Hooyman &amp; Kiyak – Chapter 9 – Social Supports for Older Adults</li> <li>□ Hooyman &amp; Kiyak –Chapter 11- Living Arrangements</li> <li>□ Due: Quizzes 9 &amp; 11</li> </ul>

8	10/14/19	<p>Guest speaker: Jessica Shurer, MSW, LCSW, UNC Neurology <i>Caregiving &amp; Caregiver Stress</i></p> <p>Film: <i>Complaints of a Dutiful Daughter</i></p> <p>2nd half of class students will work on their group presentation</p>	<ul style="list-style-type: none"> <li>□ Amirkhanyan, A. A., &amp; Wolf, D. A. (2003). Caregiver stress and noncaregiver stress: Exploring the pathways of psychiatric morbidity. <i>Gerontologist</i>, 43(6), 817-827.</li> <li>□ Blando – chapter 13 – Family Issues in Counseling older Adults</li> <li>□ <i>Caring the Caregiver: Fight Caregiver Stress and Prevent Burnout</i>, link here: <a href="https://www.youtube.com/watch?v=BfoKIppqmJo">https://www.youtube.com/watch?v=BfoKIppqmJo</a></li> <li>□ Carpentier, N., &amp; Ducharme, F. (2003). Caregiver network transformations: The need for an integrated perspective. <i>Ageing &amp; Society</i> 23, 507-525.</li> <li>□ Hooyman &amp; Kiyak – Chapter 10 – Informal Caregiving</li> <li>□ Whitebird, R. R., Kreitzer, M., Crain, A. L., Lewis, B. A., Hanson, L. R., &amp; Enstad, C. J. (2013). Mindfulness-based stress reduction for family caregivers: A randomized controlled trial. <i>The Gerontologist</i> 53, 676-686.</li> <li>□ Wright, P., Malcolm, C., Hicken, B. &amp; Rupper, R. (2015). The VA Caregiver Support Line: A gateway of support for caregivers of veterans, <i>Journal of Gerontological Social Work</i>, 58:4, 386-398,</li> <li>□ Due: Quiz 10</li> </ul>
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9	10/21/19	<p style="text-align: center;">Elder Abuse Substance Abuse</p>	<ul style="list-style-type: none"> <li>□ Blando – Chapters 14 &amp; 15</li> <li>□ Han, B., Gfroerer, J. C., Colliver, J. D., Penne, M. A. (2009). Substance use disorder among older in the United States in 2020. <i>Addiction</i> 104(1), 88-96.</li> <li>□ Hooyman &amp; Kiyak – Chapter 6 – Mental Health &amp; Chapter 12 - Technology</li> <li>□ Jogerst, G. J., Daly, J. M., Galloway, L. J., Zheng, S., &amp; Xu, Y. (2012). Substance abuse associated with elder abuse in the United States. <i>The American Journal of Drug and Alcohol Abuse</i>, 38: 63-69.</li> <li>□ MacFarland, N. (2007). A Social Work Perspective in Geriatric Addictions. In L. Grobman &amp; D. Bourassa (Eds.), <i>Days in the Lives of Gerontological Social Workers</i>. Harrisburg, PA: White Hat Communications.</li> <li>□ Rosen, D., Engel, R. J., Hunsaker, A. E., Engel, Y., Detlefsen, E. G., Reynolds, C. F. (2013). Just say know: An examination of substance use disorders among older adults in gerontological and substance abuse journals. <i>Social Work in Public Health</i>, 28, 377-387.</li> <li>□ Youdin, R. (2019). <i>Old and high: A Guide to Understanding the Neuroscience and Psychotherapeutic Treatment of Baby-Boom Adults' Substance Use, Abuse, and Misuse</i>. Chapter 10 – Psychotherapy theories, Techniques, and Harm Reduction Interventions. [available in the <i>Course Reserves</i> section of Sakai]</li> <li>□ Due: Quiz 6</li> <li>□ Due: Quiz 12</li> </ul>
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10	10/28/19	<p>Cris Clarke, Ed.D.  Carolina Geriatric  Education Center  UNC Chapel Hill School  of Medicine  Division of Geriatrics  Evidence Based Practice  with Older Adults</p> <p>2nd half of class  students will work on  their group  presentation</p>	<ul style="list-style-type: none"> <li>□ American Geriatrics Society Ethics Committee. (2015) American Geriatrics Society care of lesbian, gay, bisexual, and transgender older adults position statement: American Geriatrics Society Ethics Committee. <i>Journal of American Geriatric Society</i> 63, 423–426.</li> <li>□ Firman, J., Nathan, S., &amp; Alwin, R. (2009). Meeting the needs of economically disadvantaged older adults: A holistic approach to economic casework. <i>Generations, Journal of the American Society on Aging</i>. 33(3). 74-80.</li> <li>□ Hooyman &amp; Kiyak – Chapter 13 – Productive Aging &amp; Chapter 17 – Social Policies</li> <li>□ McGuire, J. (2009). Ethical considerations when working with older adults in psychology. <i>Ethics &amp; Behavior</i>, 19(2), 112-128.</li> <li>□ Due: Quiz 13</li> <li>□ Due: Quiz 17</li> </ul>
11	11/4/19	Student presentations	
12	11/11/19	Student presentations	
13	11/18/19	<p>Special populations  Guest speaker:  Iris Carlton-LaNey,  MSW, Ph.D.</p>	<ul style="list-style-type: none"> <li>□ Brown, T. H. (2008). Divergent pathways? Racial/ethnic differences in older women's labor force withdrawal. <i>The Journals of Gerontology</i>, 36, 122 -</li> <li>□ Carlton-LaNey, Iris. (2005). <i>African Americans Aging in the Rural South</i>.</li> <li>□ Hooyman &amp; Kiyak – Chapter 16 – Resilience of Older Women</li> <li>□ <b>Discussion Question Responses due</b></li> <li>□ Due: Quiz 16</li> </ul>

14	11/25/19	Long-term Care	<ul style="list-style-type: none"> <li>□ Fogler, S. (2009). Using conflict theory to explore the role of nursing home social workers in home- and community-based service utilization. <i>Journal of Gerontological Social Work</i>. 52(8), 859 – 869.</li> <li>□ Hooyman &amp; Kiyak – Part Five – The Societal Context of Aging – Chapter 18 – Health and Long-term Care Policy</li> <li>□ Phillips, L.J., Blankenship, J., &amp; Zimmerman, S. (2019). Physical function, relocation, and mortality outcomes in residential care and assisted living residents. <i>Journal of Aging and Health</i>, 31(6):903-924.</li> <li>□ Zimmerman, S., Sloane, P. D., &amp; Reed, D. (2014). Dementia prevalence and care in assisted living. <i>Health Affairs</i>, 33(4), 658-666.</li> <li>□ Due: Quiz 18</li> </ul>
15	12/2/19	End of Life	<ul style="list-style-type: none"> <li>□ Hooyman &amp; Kiyak – Chapter 14 – End of Life</li> <li>□ Kale, M. S., Ornstein, K. A., Smith, C. B. and Kelley, A. S. (2016), End-of-Life Discussions with Older Adults. <i>J Am Geriatr Soc</i>, 64: 1962-1967.</li> <li>□ Rahemi, Z. &amp; Williams, C. L. (2019). Does ethnicity matter—Cultural factors underlying older adults’ end-of-life care preferences: A systematic review, <i>Geriatric Nursing</i>, in print.</li> <li>□ Due: Quiz 14</li> <li>□ <b>Snippets of a Life Journey</b> paper Due electronically by midnight</li> </ul>

## Alzheimer's and Dementia

Write a 2-4 page (not including title page and reference page) paper summarizing the value of differentiating between different types of dementia. Alzheimer's should be included as one type of the types of dementia.

This assignment has been adapted from:



NATIONAL CENTER FOR GERONTOLOGICAL SOCIAL WORK EDUCATION  
GERIATRIC SOCIAL WORK INITIATIVE • *Funded by The John A. Hartford Foundation*



### **Audacious Aging**

Go to <http://www.livingto100.com/> (or any other life-expectency calculator). The calculator asks you 40 quick questions related to your health and family history, and takes about 10 minutes to complete. This is **not** a scientific exercise.

1. Identify the personal, lifestyle, family, medical, and nutritional factors that determined the calculated age. Are their behaviors you could change to increase the calculated age?
2. Take your life expectancy calculated age and subtract five years. Now, imagine you are this age (e.g. the calculated life expectancy age is 81;  $81-5=76$ ; imagine you are 76 years old):
  - a. Where you are living, how long you have lived there, whether you live alone/with others, your source and amount of income, your current health, your significant relationships (e.g. close family, friends).
  - b. Identify personal characteristics such as gender, ethnic background, nationality, race, class, sexual orientation, and explain their influence on your life.
  - c. Identify at least one personal value that has changed over time in your life and describe why.
  - d. Reflecting back on your life, discuss any regrets and accomplishments not mentioned above.
3. How did it feel to complete this exercise?

This paper should be approximately 3-5 typed, double-spaced pages and include thoughtful discussion of all elements listed above.

## **Student Group Presentation: Late Life Challenges OR Innovations for Older Adults**

Students have a choice of two themes for this assignment: Late Life Challenges or Innovation for Older Adults.

### Late Life Challenges

Alone or in small groups, students will deliver a 90 minute presentation on one of five common mental health concerns or challenges of later life (e.g. anxiety, depression, cognitive impairment, caregiver stress, and end of life). The presentation will include a detailed description of the concern, an overview of the DSM V Diagnostic Criteria (if warranted), and a critical review of possible treatment approaches; handouts are required.

For this assignment you will present a critical review of several practice-oriented treatment approaches design to address one of the five mental health concerns/challenges listed above. Your selected treatment approaches should be relevant to your practice area and older adults. Feel free to be creative with your presentation format – just be sure that, whatever style you choose, you meet the objective of the assignment and clearly communicate your ideas.

The beginning of the presentation should provide the audience with an overview of your selected concern or challenge. This usually includes some background information about why the topic is pertinent for social workers working with older adults, as well as a concise definition of the issue (which should include the DSM V diagnostic criteria). Based on your area of concern, select a few (i.e., 3 or 4) intervention approaches that have been proposed to address the concern. Provide a clear description of the essential components for each treatment approach.

Give the audience your critical assessment of the treatment approaches by comparing and contrasting them with one another. You may want to consider: evidence of efficacy, ethical considerations, cost effectiveness, use with diverse or vulnerable populations, feasibility, or the theoretical assumptions on which the approaches are based. Be sure to answer this question: If you had to recommend one treatment strategy, which one would you recommend, and why?

### Innovations for Older Adults

Alone or in small groups, students will deliver a 90 minute presentation on a selected innovation directed for older adults (e.g. older adult living communities, continuing care retirement community programming, healthy living alternatives). The beginning of the presentation should provide the audience with an overview of your selected concern or challenge. This usually includes some background information about why the topic is pertinent for social workers working with older adults, as well as a concise definition of the issue. Feel free to be creative with your presentation format – just be sure that, whatever style you choose, you meet the objective of the assignment and clearly communicate your ideas.

Give the audience your critical assessment of the new innovation by comparing and contrasting it with current offerings. You may want to consider: evidence of efficacy, ethical considerations, cost effectiveness, use with diverse or vulnerable populations, feasibility, or the theoretical assumptions on which the approaches are based. Be sure to answer this question: If you had to compare this model/strategy over another, which one would you recommend, and why?



### **Snippets of a Life Journey**

The *Snippets of a Life Journey* paper is a gift for your interviewee. Once completed, you will print a copy of the paper and give to the person you interviewed.

#### Assignment

Prepare a 10-20 page paper about the life and times of an older adult. Students will be matched with a volunteer from a local retirement community. Other arrangements can be made on an individual basis. Students are expected to meet with their interviewee at least two times. You may want to include a genogram or family tree at the beginning of your paper. This can be computer drawn or hand drawn. You may include pictures in your paper.

Sample structure (this is just a sample, you can structure this as you think best)

Introduction

Biographical information

Snippets of Life

Generativity (pearls of wisdom to pass on)

Conclusion

Reflection (this is the student's reflection of completing the entire assignment, this reflection does not have to be included in the "gift" to be given to the interviewee).

**Let your interviewee know that this is an assignment for class. That the product is to prepare a manuscript that they may keep and perhaps give to family.**

### **African Americans Aging in the Rural South Discussion Questions**

Please respond thoughtfully to six of the following discussion questions. You may draw from classroom presentations, readings, and personal experience.

1. Discuss ways that the elders in *African Americans Aging in the Rural South* were empowered through their storytelling narratives. Identify and discuss strategies for using storytelling to empower elders in long term care facilities, elder caregivers, and others who are providers or recipients of care.
2. What are some of the greatest risk factors for elderly African Americans in the rural south?
3. Identify and discuss some of the common protective factors of the women presented in *African Americans Aging in the Rural South*. How have these protective factors served them as they age? Identify protective factors for rural elderly African Americans by level of influence. Include 1) environmental factors, 2) interpersonal and social factors and 3) individual factors.
4. What advantages do these elders experience from having “aged in place?” Are these advantages beneficial enough to offset the possible economic and/or physiological cost?
5. How can broader systems such as County or State Divisions on Aging or Area Agencies on Aging benefit from exposure to content like that presented in *African American Aging in the Rural South*? How can this content help these organizations to be more effective and more culturally responsive?
6. What personal and/or professional traits would be most useful and desirable in social workers, nurses, occupational therapists, physical therapists and Certified Nursing Assistants (CNAs) who provide direct services to elders like these in *African Americans Aging in the Rural South*?
7. Discuss the ways that these elders’ lifestyles and life experiences contribute to their sense of powerlessness over resources in the service sector. Is it possible that this sense of powerlessness may contribute to their failure to seek formal services? On the other hand, do you see them experiencing power over their lives? Explain.
8. What positive attributes have operated in the presence of risk or adversity to see these elders through difficult times of poverty, institutional discrimination, poor health, etc.?
9. What policy changes would you recommend to better provide an integrated service delivery system for African American elders in rural communities?
10. What has been the dominant public policy approaches to elders in rural communities in the past three decades? Have African American elders benefited from these policies?
11. What policy recommendations would you make to address the fragmented/piecemeal service delivery system?
12. Identify and discuss ways to preserve the memory and life experiences of your elderly family members. What are the steps? How can you involve your extended and fictive kin network in the project? What do you see as the benefits of such an endeavor? Who are the beneficiaries?