

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**CICE COURSE OUTLINE**

**COURSE TITLE:** Social Service Work with the Elderly

**CODE NO. :** SSW201  
**MODIFIED CODE:** SSW0201

**SEMESTER:** All

**PROGRAM:** Social Services Worker

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**MODIFIED BY:** Marnie Bunting, Learning Specialist CICE Program

**DATE:** Jan/06      **PREVIOUS OUTLINE DATED:** Sep/05

**APPROVED:**

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** SSW105/SSW0105

**HOURS/WEEK:** 3

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## I. COURSE DESCRIPTION:

Social Service Workers (SSW's) promote the well-being, health and social inclusion of elderly, in particular the vulnerable elderly. SSW's support, facilitate and encourage the development and provision of effective policies, programs and services that help the elderly to meet basic needs, improve quality of life, and increase their capacity to contribute to the community.

C.I.C.E. students are introduced to

- (1) the context of social service work with the elderly population
- (2) biopsychosocial model of understanding and adapting to aging
- (3) biopsychosocial assessment of an elderly person
- (4) social service interventions with the elderly population
- (5) social issues that interfere with the quality of life in the elderly population (gambling, substance abuse, mental health disorders, elder abuse, homelessness)
- (6) social service interventions that support caregivers of vulnerable elders

Social work knowledge and skills related to assessment, planning, and implementing interventions with this population are emphasized. A strengths-based perspective is integrated throughout the course. The C.I.C.E. student is supported by a Learning Specialist.

## II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

Upon successful completion of this course, the C.I.C.E. student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Demonstrate a basic understanding of the social, economic and political aspects of aging in Canada.

### ***Potential Elements of Performance:***

- a. Identify key income support programs for elderly persons.
- b. Identify primary information sources in the Canadian government in relation to policies and social programs that impact the elderly population.
- c. Demonstrate a basic understanding of the diversity among the elderly population in Canada.
- d. Demonstrate a basic knowledge regarding the demographics of the elderly population in Canada.
- e. Identify and demonstrate a basic understanding of the factors that influence the quality of life for Canadian elders and their families (family support systems, work, retirement, finances, leisure, housing, health, loss, and end of life experiences)
- f. Demonstrate a basic knowledge of the long-term care facilities in Sault Ste. Marie and Algoma District.

2. Demonstrate understanding of the biopsychosocial aspects of aging.

***Potential Elements of Performance:***

- a. Demonstrate beginning knowledge of biological changes that accompany aging.
  - b. Demonstrate a basic understanding of the implication of aging processes on the well-being and needs of aging persons.
  - c. Demonstrate a basic understanding of the psychosocial changes that accompany aging.
  - d. Demonstrate a basic understanding of the social theories of aging.
3. Identify the myths and stereotypes of aging and use critical thinking skills to challenge these.

***Potential Elements of Performance:***

- a. Ability to identify facts and myths in regards to aging.
  - b. Begin developing sound reasoning and thinking skills to analyse social issues related to the elderly.
  - c. Demonstrate a basic understanding of the facts in biopsychosocial assessment and intervention planning and service delivery
  - d. Begin developing critical thinking skills that challenge racism, sexism and ageism related to the elderly population
4. Have a basic understanding of the biopsychosocial assessments relevant to the support of elderly persons and their families.

***Potential Elements of Performance:***

- a. Demonstrate a basic understanding of the purpose and components of a comprehensive assessment.
  - b. Demonstrate a basic understanding of the role and limitations of a social service worker in the assessment process.
  - c. Understand the importance of searching out and developing informal and formal resources that can serve elders.
  - d. Understand the role of Power of Attorney.
  - e. Demonstrate a basic understanding of the needs of the caregivers of elderly persons.
5. Have a basic understanding of the factors associated with substance abuse, gambling problems, and elder abuse, and possess knowledge of interventions and reporting procedures.

***Potential Elements of Performance:***

- a. Demonstrate a basic understanding of the indicators and intervention approaches in each area.
- b. Demonstrate a basic understanding of the social context and contributing factors to elder abuse, gambling problems and substance abuse.
- c. Demonstrate a basic understanding of the social service agencies available the community targeted for these social problems.

6. Demonstrate beginning knowledge of social service work interventions with the elderly population.

***Potential Elements of Performance:***

- a. Demonstrate a basic understanding of the strengths based and empowerment approaches in social service work practice with elderly.
  - b. Demonstrate a basic understanding of the importance of developing professional relationships with elderly clients.
  - c. Demonstrate a basic understanding of intervention approaches: cognitive-behavioural, reminiscence and life review, validation therapy, and use of recreation, music, art, drama, and animal-assisted therapy
  - d. Demonstrate a basic understanding of using a group work approach with the elderly.
  - e. Begin to understand basic ethical dilemmas and ethical approaches to problem solving and solution building.
  - f. Demonstrate respect for the rights of elders to participate fully in the decision-making that affects their lives.
7. Demonstrate beginning knowledge of mental health issues that impact on the quality of life of elderly persons.

***Potential Elements of Performance:***

- a. Demonstrate a basic awareness of the differential process of assessment.
  - b. Demonstrate a basic awareness of risk factors for depression, suicide and anxiety in the elderly population.
  - c. Have a basic understanding the symptoms of dementia and delirium
  - d. Demonstrate beginning awareness of assessment and intervention in relation to these issues.
8. Understand bereavement, grief, loss and dying as part of social service work practice with the elderly.

***Potential Elements of Performance:***

- a. Demonstrate a basic understanding of the process of dying and the needs of dying elders and their families.
- b. Demonstrate a basic understanding of the process of grief and implications for the elderly and their caregivers.
- c. Demonstrate a basic understanding of the role of hospice in caring for dying persons.
- d. Demonstrate a basic knowledge of social work interventions with bereaved elders.

### III. REQUIRED RESOURCES

McInnis-Dittrich, Kathleen (2005). *Social Work with Elders: A biopsychosocial approach to assessment and intervention*. New York: Pearson Education, Inc.

Other readings will be assigned throughout the course, or may be noted on the course outline within each class date.

### IV. METHODOLOGY

The course will include lecture, class discussion, guest speakers as appropriate and available, audiovisual resources, and class presentations. Students will be expected to actively contribute to, and participate in, each class. Participation marks will be awarded based on the attached Participation and Professional Development Outline.

The provisions of the "Social Service Worker Program Policies" will apply at all times in this course, especially in regards to confidentiality.

### V. EVALUATION PROCESS/GRADING SYSTEM

1.	Self reflection paper	10%
2.	Mid-term quiz	15%
3.	Interview	20%
4.	Assessment/case study	25%
5.	Final exam	20%
6.	Participation/professional development	<u>10%</u>
		100%

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs (Room E1101, ext. 2703) office so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

### Class Etiquette:

- Respect the person who is talking by listening to them without interruption.
- Beverages allowed. Preference that eating occur during break periods.
- No cell phones in class.
- Promptness at the beginning of class and when returning from breaks will allow class to start and stop on time.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course outline amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the class/learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**Other Requirements:**

1. All submissions must be in word processing format and follow APA guidelines, unless otherwise indicated.
2. Students are expected to be familiar with and abide by the College's "Student Rights and Responsibilities" policies.
3. Late assignments will be handled at the professor's discretion and for substantial and substantiated reasons only. It is the student's responsibility to make arrangements directly with the professor. Any requests for assignment extensions must be done in writing. Email is preferred. Include in the email the assignment that you are referring to, the reason for the request of the extension, and the time required. Ensure that you receive an email in return confirming receipt of the request. It is the student's responsibility to keep a copy of the email and the response.
4. Tests that are missed cannot be made up except in exceptional circumstances, and with approval of the professor.
5. Students are expected to come prepared to class to participate in discussion and review of course material. Grades assigned for participation/attendance will reflect the student's knowledge of the content discussed, willingness to share thoughts about the material, ability to respect viewpoints different from their own, and professional behaviour.
6. Students must arrive on time for scheduled classes. The professor reserves the right to deny access to the class when a student is late.

**CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES****ALL EXPECTATIONS MET****10 points**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Analyzes and applies readings to other course material and personal/professional experience
- Contributes in a very significant way to ongoing discussions, keeps analysis focused,
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development

**MOST EXPECTATIONS MET****8-9 points**

- Demonstrates good preparation for class, knows some of the material
- Is prepared with questions and insights from course material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

**SOME EXPECTATIONS MET, SOME CONCERNS NOTED****6-7 points**

- Demonstrates adequate preparation, knows basic material
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates a low level of self-understanding and may lack commitment to personal and professional development
- Occasionally disruptive, (involved in side discussions and reading other material during class etc.)

**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED****0- 5 points**

- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class
- Participates usually only when called on
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- Is disruptive (frequent side discussions, reading other materials during class, etc.)



**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Integrative Educational Assistant may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.