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I. COURSE DESCRIPTION:

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

CICE students are introduced to

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

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.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to

1. Demonstrate understanding of the social and economic aspects of aging in Canada.

Potential Elements of Performance:

- a. Identify key income support programs for older adults.
- b. Identify primary information sources in the Canadian government in relation to policies and social programs that impact the older adult population.
- c. Demonstrate a beginning understanding of the diversity among the older adults population in Canada.
- d. Demonstrate knowledge regarding the demographics of the older adult population in Ontario/Canada.

- e. Identify and demonstrate an 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 knowledge of the community based and 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 understanding of the implication of aging processes on the well-being and needs of aging persons.
 - c. Demonstrate understanding of the psychosocial changes that accompany aging.
 - d. Demonstrate 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. Ability to apply sound reasoning and thinking skills to understand social issues related to the older adults.
 - c. Ability to incorporate facts in biopsychosocial assessment and intervention planning and service delivery
 - d. Develop critical thinking skills that challenge racism, sexism and ageism related to the older adults population
4. Formulate biopsychosocial assessments relevant to the support of older adults and their families.

Potential Elements of Performance:

- a. Demonstrate understanding of the purpose and components of a comprehensive assessment.
- b. Demonstrate understanding of the role and limitations of a social service worker in the assessment process.
- c. Demonstrate ability to formulate a biopsychosocial assessment in relation to older adults and their families.
- d. Understand the importance of searching out and developing informal and formal resources that can serve older adults.
- e. Understand the role of Power of Attorney.
- f. Demonstrate understanding of the needs of the caregivers of older adults.

5. Identify factors associated with substance abuse, elder abuse, and gambling problems and possess knowledge of interventions and reporting procedures.

Potential Elements of Performance:

- a. Demonstrate understanding of the indicators and intervention approaches in each area.
 - b. Demonstrate understanding of the social context and contributing factors to elder abuse, gambling problems and substance abuse.
 - c. Demonstrate understand of the social service agencies available in the community targeted for these social problems.
6. Demonstrate beginning knowledge of social service work interventions with the older adult population.

Potential Elements of Performance:

- a. Demonstrate understanding of the strengths based and empowerment approaches in social service work practice with older adults.
 - b. Demonstrate understanding of the importance of developing professional relationships with older adult clients.
 - c. Demonstrate basic understanding of intervention approaches: use of groups, supportive, strengths-based, cognitive-behavioural, reminiscence and life review, and use of recreation, music, art, drama, and animal-assisted therapy
 - d. Ability to identify ethical dilemmas and ethical approaches to problem solving and solution building.
 - e. Demonstrate respect for the rights of older adults 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 older adults persons.

Potential Elements of Performance:

- a. Demonstrate awareness of risk factors for depression, suicide and anxiety in the older adult population.
- b. Understand and identify the symptoms of dementia and delirium
- c. 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 older adults.

Potential Elements of Performance:

- a. Demonstrate understanding of the process of grief and implications for the older adult and their caregivers.
- b. Demonstrate knowledge of social work interventions with bereaved elders and their families.

III. REQUIRED RESOURCES

McInnis-Dittrich, Kathleen (2009). *Social Work with Elders: A biopsychosocial approach to assessment and intervention*. New York: Pearson Education, Inc.

Other readings may be assigned throughout the course, and will 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, and appropriate audiovisual resources. Students will be expected to complete all required readings and 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 | 15% |
| 2. | Quiz/quizzed or in-class activities | 20% |
| 3. | Interview | 25% |
| 4. | Social or recreational activity plan | 20% |
| 5. | Final exam | <u>20%</u> |
| | | 100% |

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | |
| A | 80 – 89% | 4.00 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50 – 59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| 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

Disability Services:

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 Disability Services 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.

Guidelines for Effective classrooms:

- Listening skills: Demonstrate respect for each person who is talking by listening to them without interruption. There will be zero tolerance for interruptions, carrying on conversations while others are talking, or disrespectful interactions between class members. Individuals may be asked to leave the classroom in such circumstances, and will not be allowed back into the class until the issue has been discussed and has been satisfactorily addressed to the professor's satisfaction.
- Eating/drinking. Beverages allowed. Preference that eating occur during break periods, but will be allowed in class as long as it is not disruptive to others and all food/containers disposed of after class. If this is not followed, privileges will be revoked.
- Cell phones in class. Ensure that your phone is off or on vibrate if absolutely required. Under no circumstances should cell phones be on or be used in class for text messaging.
- Late arrivals: Promptness at the beginning of class and when returning from breaks will allow class to start and stop on time. A pattern of arriving late will be addressed by the faculty. Students are requested to wait until the break in class to enter if they arrive late. The professor reserves the right to deny access to the class when a student is consistently late until the issue has been satisfactorily addressed to the professor's satisfaction.
- Laptop use in classrooms: Laptops are to be used for classroom related purposes. Students will be asked to refrain from their use if found to be using for other purposes.

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 APA format as 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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Other Requirements:

(I) Assignments:

1. Unless otherwise indicated, all submissions must be in word processing format and follow APA guidelines. Students are expected to be familiar with and abide by the College's "Student Code of Conduct" policies.
2. **Late assignments:**
 - Punctual completion of assignments is required. All assignments are provided with due dates well in advance.
 - Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (including weekends). Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment
 - Late assignments will not be accepted after one week following the due date unless the student has arranged an extension with the professor ahead of time.
 - Any requests for assignment extensions must be done in writing through email. Include in the request the assignment that you are referring to, the reason for the extension request, and the time required. The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the request was not received by the Professor.
3. **Email submission of assignments:**
 - In circumstances where the student is unable, **for substantial reason**, to attend class when an assignment is due, the student may email the professor by the time that the assignment is due to inform them of this, and request permission to submit the assignment by email.
 - The date that the assignment is received will be considered by the Professor as the submission date and time. If received after the start of a class, it will be considered as late.
 - The student should expect a return email from the Professor to confirm that their assignment has been received. If a response is not received, they are to assume that the assignment was not received by the Professor.

- It is the student's responsibility to keep a copy of the email and the response. A hard copy of the assignment must be submitted for marking at a mutually agreed upon date (the email copy will not be marked).

4. Written assignments:

- Feedback will be provided on all written work. If there is evidence that the feedback is not being incorporated into subsequent assignments, the assignment may be returned unmarked until the work has been revised based on faculty feedback and returned by the negotiated due date. A

reduction of marks will occur when this is required.

- Assignments completed with significant (more than 5-10) writing errors or non-compliance with APA standards (where required by the assignment) will not be graded. Students will be provided one week to re-submit in accordance with SSW professional writing requirements, and the grade will be reduced by 20%. Students are encouraged to use the information provided in their tutoring sessions and to seek out additional assistance from the Learning Specialist if required.

(II) Exams, tests, quizzes:

- Students who miss any in-class graded exercise/test without prior approval of the instructor and based on exceptional circumstances will be given a zero for that evaluation method.
- The professor reserves the right to determine if a student who has missed an in-class assignment/test will be allowed to make other arrangements for writing it.
- Tests/exams cannot be re-written to receive a higher grade.

(III) Attendance and participation:

Students are expected to come prepared to class to participate in discussion and review of course material. The professor reserves the right to assign a failing grade if more than 40% of class time has been missed for reasons other than substantiated medical reasons.

(IV) Student Support:

Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment they may email the professor and request an appointment to discuss their concerns. To prepare for the meeting, students are expected to come prepared by taking the time to thoroughly read the feedback provided by the professor, and will be prepared to discuss their specific questions and/or comments. A student has the right to appeal the final grade of a course, and should refer to the *Appeals Process* for further details.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist 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 a Learning Specialist.

The Learning Specialist 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 Learning Specialist 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.