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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 issues that interfere with the quality of life in the older adult population (gambling, substance abuse, mental health disorders, elder abuse, homelessness)
- (5) Psychosocial interventions with the older adult population

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 (social determinants of health)
- 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 incorporate facts in biopsychosocial assessment and intervention planning and service delivery
- c. Develop critical thinking skills that challenge racism, sexism and ageism related to the older adults population

**4. Identify factors associated with mental health, substance abuse, elder abuse, and gambling problems that impact on safety and quality of life**

***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.

**5. Demonstrate beginning knowledge of social service work interventions with the older adult population.**

***Potential Elements of Performance:***

- a. Demonstrate understanding of the importance of developing professional relationships with older adult clients using a strengths-based and empowerment approach
- d. Demonstrate basic understanding of intervention approaches: use of groups, supportive, strengths-based, cognitive-behavioural, reminiscence and life review, and use of various psychosocial approaches: i.e., recreation, music, art, drama, and animal-assisted therapy
- e. Ability to identify ethical dilemmas and ethical approaches to problem solving and solution building.
- f. Demonstrate respect for the rights of older adults to participate fully in the decision-making that affects their lives.
- g. Understand and apply the biopsychosocial approach to assessment and interventions
- h. Demonstrate understanding of the role and limitations of a social service worker in the assessment process.
- i. Understand the importance of searching out and developing informal and formal resources that can serve older adults.
- j. Demonstrate understanding of the needs of the caregivers of older adults.

**6. 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 class schedule.

### 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.	Midterm	20%
2.	Final Exam	20%
3.	Interview	25%
4.	Social or recreational activity plan	30%
5.	Participation/professional development	<u>5%</u>
		100%

**The following semester grades will be assigned to students:**

<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.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

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.
- 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. If laptops are being used for non-course related reasons, the professor has the discretion to require that the student does not bring the laptop to class. If texting or other inappropriate cell phone use occurs and continues after being identified as a classroom disruption, the professor will address this with the student, and if use continues, request that the student not attend class until the issue is resolved through speaking with the Chair.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**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.