# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

# SAULT STE. MARIE, ONTARIO



SAULT COLLEGE

# COURSE OUTLINE

| | |
|---|---|
| **COURSE TITLE:** | Social Service Work with Older Adults |
| **CODE NO. :** | SSW 115          **SEMESTER:**   All |
| **PROGRAM:** | Social Services Worker |
| **AUTHOR:** | Judi Gough, MSW, RSW |
| **PROFESSOR** | Judi Gough, MSW, RSW |
| **DATE:** | Jan/11    **PREVIOUS OUTLINE DATED:**   Jan/10 |
| **APPROVED:** | "Angelique Lemay"      Dec. 2010 |

_____    _____

       **CHAIR, COMMUNITY SERVICES**      **DATE**

| | |
|---|---|
| **TOTAL CREDITS:** | 3 |
| **PREREQUISITE(S):** | SSW105 - Foundations for Social Services Fieldwork and Practice |
| **HOURS/WEEK:** | 3 |

Faculty Contact Information:  Judi Gough, 759-2554, extension 2589, judi.gough@saultcollege.ca

## 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.

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 student will demonstrate the 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
   b.      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
   c.      Ability to identify ethical dilemmas and ethical approaches to problem solving and solution building.
   d.      Demonstrate respect for the rights of older adults to participate fully in the decision-making that affects their lives.

e.   Understand and apply the biopsychosocial approach to assessment and interventions
f.   Demonstrate understanding of the role and limitations of a social service worker in the assessment process.
g.   Understand the importance of searching out and developing informal and formal resources that can serve older adults.
h.   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. | Reflection paper: 'Me at 75' | 10% |
|----|------------------------------|-----|
| 1. | Midterm | 25% |
| 3. | Interview | 30% |
| 4. | Social or recreational activity plan | 30% |
| 5. | Participation/professional development | 5% |
| | | 100% |

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

| Grade | Definition | Grade Point Equivalent |
|---|---|---|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | |
| 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.

*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.

**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 or is using a 'late coupon', good for one assignment.
   - 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 through grading templates. 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. Reduction of marks will occur when this is required. Students are welcome to make an appointment with the Professor for detailed feedback on their assignment.

5. 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.

6. 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 or have a full grade reduction if more than 40% of class time has been missed for reasons other than substantiated medical reasons.

7. 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 <u>final grade</u> of a course, and should refer to the *Appeals Process* for further details.

**VII. COURSE OUTLINE ADDENDUM:**

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