

CLASS DATES: September

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.

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.

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, 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 beginning understanding of the diversity among the elderly population in Canada.
- d. Demonstrate knowledge regarding the demographics of the elderly population in 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 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 analyse social issues related to the elderly.
- 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 elderly population

4. Formulate biopsychosocial assessments relevant to the support of elderly persons 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 elderly persons and their families.
- d. Understand the importance of searching out and developing informal and formal resources that can serve elders.
- e. Understand the role of Power of Attorney.
- f. Demonstrate understanding of the needs of the caregivers of elderly persons.

5. Identify factors associated with substance abuse, gambling problems, and elder abuse, 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 elderly population.

Potential Elements of Performance:

- a. Demonstrate understanding of the strengths based and empowerment approaches in social service work practice with elderly.
 - b. Demonstrate understanding of the importance of developing professional relationships with elderly clients.
 - c. Demonstrate 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 understanding of using a group work approach with the elderly.
 - e. Ability to identify 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 awareness of the differential process of assessment.
 - b. Demonstrate awareness of risk factors for depression, suicide and anxiety in the elderly population.
 - c. Understand 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 understanding of the process of dying and the needs of dying elders and their families.
- b. Demonstrate understanding of the process of grief and implications for the elderly and their caregivers.
- c. Demonstrate an understanding of the role of hospice in caring for dying persons.
- d. Demonstrate 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%	
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

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 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.)