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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, and reside within, 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 and economic 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 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 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, 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 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 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	10%
2.	Mid-term quiz	20%
3.	Interview	20%
4.	Assessment/case study	25%
5.	Final exam	20%
6.	Participation/professional development	<u>5%</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:

- Demonstrate respect for each person who is talking by listening to them without interruption.
- 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.
- No cell phones in class. Ensure that your phone is off or on vibrate if absolutely required. Under no circumstances should cell phones be used in class for text messaging.
- 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. The professor reserves the right to deny access to the class when a student is consistently late.

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 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. 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. 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). 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. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their 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. The email address to be used is judi.gough@saultcollege.ca. It is the student's responsibility to keep a copy of the email and the response.
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 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. 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. The email address to be used is judi.gough@saultcollege.ca. 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. 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.

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. See the Professional Development and Participation guidelines as listed below.

For class hours missed above the minimum requirement, particularly without any notification to the professor, 1 mark per hour will be deducted from the final grade.

6. 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. The email address to be used is judi.gough@saultcollege.ca. A student has the right to appeal the final grade of a course, and should refer to the *Appeals Process* for further details.
7. 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. 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. Students are encouraged to use the information provided in their Communications classes and access additional resources to assist with writing skills.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES

ALL EXPECTATIONS MET 5 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
- Represents social work values and ethics in behaviour and attitude
- Has attended a minimum of 90% of classes

MOST EXPECTATIONS MET 4 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
- Represents social work values and ethics in behaviour and attitude
- Has attended a minimum of 80% of classes

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 3 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 limited level of self-understanding and may lack commitment to personal and professional development
- Represents social work values and ethics in behaviour and attitude
- Occasionally disruptive, (involved in side discussions and reading other material during class etc.)
- Has attended a minimum of 60% of classes

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-2 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, social work values/ethics not represented
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Has attended less than 50% of classes