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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.

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 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	<u>5%</u>
		100%

COURSE NAME

CODE

<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:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

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 postsecondary institutions.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

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. 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.

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 final grade of a course, and should refer to the *Appeals Process* for further details.