



SCHOOL OF SOCIAL WORK
Web-based Course
SWK 597: Gerontology

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This syllabus is tentative and maybe changed on first day of class

COURSE DESCRIPTION:

Effective social work practice requires a knowledge and understanding of multi-cultural groups. The course will focus on working with the ageing. Students will move beyond comparative thinking as it relates to diversity to inclusive thinking which requires an examination of those institutional factors which contribute to and maintain social oppression, social injustice, and social inequality for the ageing. A socio-historical perspective will be presented in order to understand present day challenges facing the ageing. Strategies employed to combat social inequality will be examined from a macro-micro focus.

Class: 3 hours Credit: 3 semester hours.

GOAL & COMPETENCIES:

1. Prepare BSW students for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Students will be able to demonstrate the following competencies:

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

C. 1.4 (a) Effective relationship-building interactions at all levels of systems f focused on enhancing client choice, motivation, and hopefulness in the change process

C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

2. Enable BSW students to apply ethical reasoning to advance equality, justice, and social change. Students will be able to reflect the following competencies:

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Students will be able to reflect the following competencies:

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

Course Objectives:

1. Understand the prevalence and nature of the ageing and communities in the United States and globally. This course competency and practice behavior is derived from EPAS 2.1.3.3 & EPAS 2.1.4.1.

2. Use an array of theoretical perspectives to understand the aging including family elder neglect and other forms of abuse against the aging (physical, sexual, and psychological abuse). This course competency and practice behavior is derived from EPAS 2.1.4.3, & EPAS 2.1.4.4.3.
3. Identify and assess suitable community programs and interventions and different issues with service delivery for families with aging members including the aging of color, and aging individuals with mental and physical disabilities. This course competency and practice behavior is derived from EPAS 2.1.3.1, & EPAS 2.1.3.2.
4. Demonstrate culturally responsive skills regarding different population groups within the aging community and skills to use gender and racial/culturally competent approaches to working with the aging. This course competency and practice behavior is derived from EPAS 2.1.5.1., & EPAS 2.1.5.2.
5. Understand the global nature of aging and be familiar with political advocate rights initiatives for the ageing. This course competency and practice behavior is derived from EPAS 2.1.5.2, & EPAS 2.1.5.3.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing

assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services Rebecca Tuerk at (903) 886-5835 or Rebecca.Tuerk@tamuc.edu. (located in the Library, Room 132).

TEXT:

Robnett, R. & Chop, W. (2013). Gerontology for Health Care Professionals (*3rd ed.*). Jones & Bartlett, MA.

****Other readings may be assigned during this course****

LEARNING EXPERIENCES:

Achievement of course learning objectives will be accomplished via reading chapters, reviewing Power Points (PPts), Online discussions, online videos, and examinations. Students are encouraged to use articles from newspapers, magazines, etc. for discussions.

SPECIFIC LEARNING EXPERIENCES**1. EXAMINATIONS:**

- A. Exams I, II & III (**20% each**)
- B. No Comprehensive Final. Make-up exams will only be given at my office.

2. ONLINE EXERCISES (20%) Exercises are designed to enhance critical thinking skills as well as improve your practice skills with the ageing.

3. PARTICIPATION in DISCUSSIONS - Students will be expected to read assignments and go to Discussion section to comment on assigned topics. Students should be prepared to discuss the content and share their knowledge, opinions, etc.

4. ONLINE VIDEOS – Video Type Lectures will be a part of material students will be expected to learn for improving online experience.

GRADING DETERMINATION:

Exam I	20%		
Exam II	20%	100-90	A
Exam III	20%	89-80	B
Final Paper	20%	79-70	C
Discussion	<u>20%</u>	69-60	D
		59-	F
	100%		

Social work majors must earn a grade of “C” or higher in all social work classes.

COURSE OUTLINE

Week I Assignment: View Welcome Video

- A. Download Syllabus and keep at your side
- B. Read Course Description and Learning Objectives
- C. Course will use Reading chapters of text, viewing PowerPoints (PPT), Class Discussion (discussion section), Online Video Exercises, and 1 paper.

Reading Assignment: Robnett & Chop: *Introduction*

CLASS DISCUSSION # 1: Go to discussion section and discuss your thoughts about orientation video and what you expect to learn from this class.

Week II. Demographics of Older adults

Reading Assignment: Robnett & Chop: Chapter 1, (Review PPTCh1)

CLASS DISCUSSION # 2: Go to discussion section and make one posting on your opinion on Chapter 1.

Week III Social Gerontology

- A. Historical perspectives on Aging
- B. Ageism
- C. Social Roles in Later Life
- D. Social Influences on Ageing
- E. Advocacy for Older Adults

Reading Assignment: Robnett & Chop, Chapter 2 (Review PPTCh2)

Exercises #1: Several Myths about Aging

CLASS DISCUSSION #3: Go to discussion section and make one posting on your opinion on Chapter 2

Week IV The Physiology and Pathology of Aging

- A. Theories of Biological Ageing
- B. Age-Related Changes of the Organ System

Reading Assignment: Robnett & Chop, Ch. 3 (Review PPTCh3)

CLASS DISCUSSION #4: Go to discussion section and make one posting on your opinion on Chapter 3

Week V The Cognitive and Psychological Changes Associated with Aging

- A. Cognition
- B. Dementia
- C. Depression in Older Adults
- D. Suicide in Older Adults
- E. Death and Bereavement

Reading Assignment: Robnett & Chop, Ch. 4 (Review PPTCh4)

CLASS DISCUSSION #5: Go to discussion section and make one posting on your opinion on Chapter 4

EXAM I

Week VI Functional Performance in Later Life

- A. Sensation and Perception
- B. Physical Changes and Performance
- C. Sleep and Aging

Reading Assignment: Robnett & Chop, Ch. 5 (Review PPTCh5)

CLASS DISCUSSION#6: Go to discussion board and discuss what it would be like to be ageing and sick.

Week VI Geriatric Pharmacotherapy

- A. Pharmacokinetic Changes
- B. Pharmacodynamic Changes
- C. Medication Related Problems
- D. Drug Abuse

Reading Assignment: Robnett & Chop, Ch. 6 (Review PPTCh6)

CLASS DISCUSSION#6: Go to discussion board and discuss your thoughts on what you learned from Chapter 6

ASSIGNMENT PAPER – Begin to write a 4 to 5 page paper on an interview with

someone over the age of 65. The individual's ethnic or religious affiliation should be different from yours but if not then use who you can find. Create and ask 5 questions. (Example -- What would you like to know about this individual about being over the age of 65? What has changed as you aged past 60?). Paper will be due first week in August on the 1st.

EXAM II

Week VII Nutrition and Ageing

- A. Screening and Intervention
- B. Nutrition Needs and Guidelines
- C. Special Consideration

Reading Assignment : Robnett & Chop, Chapter 7 (Review PPTCh7)

CLASS DISCUSSION#7: Go to discussion board and discuss your thoughts on what you learned from Chapter 7

Week VIII Sexuality and Ageing

- A. Sexuality
- B. Older Lesbian and Gay Men
- C. Addressing Sexual Issues
- D. Responsible Behavior

Reading Assignment : Robnett & Chop, Chapter 9 (Review PPTCh9)

CLASS DISCUSSION#8: Go to discussion board and discuss your thoughts on what you learned from Chapter 9

Week IX Living Options and Continuum of Care

- A. The Housing and Health Connection
- B. Aging in Place
- C. Independent Living
- D. Living Options for Older People
- E. Long-Term Care

Reading Assignment : Robnett & Chop, Chapter 10 (Review PPTCh10)

CLASS DISCUSSION#9: Go to discussion board and discuss your thoughts on what you learned from Chapter 10

Week X Future Concerns in an Aging Society

Reading Assignment : Robnett & Chop, Chapter 13

Paper is Due August 1st

Exam III

Last day to drop with 100% refund is June 5, 2016.

BIBLIOGRAPHY

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