



SWK 497.02W Gerontology
Social Work Practice
COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor: **Marcella Smith, PhD**

Office Location: **Henderson 311**

Office Hours: **Virtual by appointment**

Office Phone: **903-468-8190**

Office Fax: **NA**

University Email Address: **Marcella.Smith@tamuc.edu**

Preferred Form of Communication: **Email**

Communication Response Time: **Within 2 business days**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

COURSE INFORMATION

Effective social work practice requires a knowledge and understanding of multi-cultural groups, working with the elderly in social work practice supports this skills 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 elderly. Strategies employed to combat social inequality will be examined from a mental health focus.

Class: 3 hours **Credit:** 3 semester hours.

Student Learning Outcomes:

SWK 497: Gerontology 2

Prepare 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:

1. Enable BSW students to apply ethical reasoning to advance equality, justice, and social change. This will be accomplished in the delineation of information reviewed in each chapter. Mental health professional will apply ethics and learn and practice outlined skills of working with geriatric clients through the use of an interview paper.

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

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

REQUIRED TEXT:

No required Text **Other readings may be assigned during this course**

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using D2L (Bright Space, using Microsoft Word, reviewing Video Lectures and PowerPoint, and using Weekly Class Discussions to learn and practice skills with peers.

Instructional Methods

The learning process will be conducted by online instruction of Weekly D2L work -- the summer course is 10 weeks long and each Week (1-10) will have the following sections the student is asked to complete for each week: Learning Objective, Video Lecture, Class Discussion, Power Point, and Review. There is also assigned reading as outlined in the calendar section (per week) at the back of the syllabus.

Student Responsibilities or Tips for Success in the Course

Students will need to read the assigned chapters before starting the weekly routine. I like to suggest you login to D2L each week as early as possible and spend the week completing each task then log back in at the end of the week to discuss with your peers what you have learned from each weeks completed material. Achievement of course learning objectives will be accomplished via reading chapters, reviewing Power Points (PPTs), online discussions, interview paper, and examinations. Students are encouraged to use social work life experiences in weekly discussions.

SPECIFIC LEARNING EXPERIENCES

1. **Assessments:**
 - A. Quizzes I, II & III (100 points each)
2. **Discussions – (25pts each)** Students will be expected to read assigned chapters, complete weekly work, and go to Discussion section to comment on assigned topics. Students should be prepared to discuss the content and

share their knowledge, opinions, etc.

3. **Assignment- Interview Paper - (100 points) write a 2 to 3 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 tell me about being over the age of 65? What has changed as you aged past 60?).

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%**
- B = 80%-89%**
- C = 70%-79%**
- D = 60%-69%**
- F = 59% or Below**

GRADING :

Quiz I	100	500-490 pts	A
Quiz II	100	489-480 pts	B
Quiz III	100	479-470 pts	C
AI Paper	100	469-460 pts	D
Discussions	100	459	F
	500 Points		

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

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

University Code of Conduct

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage (or copy/paste the following URL in your web browser:

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "[Student Appeal of Instructor Evaluation](#)" - [Procedure 13.99.99.R0.05](#).

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
[Graduate Student Academic Dishonesty Form](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Academic Dishonesty Form](#)

University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work & Council on Social Work Education-Specific Policies

Course Engagement

Final Evaluation and Grade Depends on both Classroom attendance and Participation: Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

The syllabus/schedule is subject to change.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include but are not limited to, participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete the course.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and the *National Association of Social Workers (NASW) Code of Ethics*.

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When “a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program” as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

Bibliography

SWK 597- Gerontology

Aguirre, Adalberto & Baker, David. (2000). *Structured Inequality in the United States*.

New Jersey: Prentice Hall, Inc.

Anda, Diane de. (Ed.). (1997). *Controversial Issues in Multiculturalism*. Boston: Allyn & Bacon Publishers.

Andersen, Margaret L. & Collins, Patricia H. (2001). *Race, Class and Gender: An Anthology*. (4thed.). Wadsworth/Thompson Learning, Inc.

Bogardus, Emmory. (1959) *Social Distance*. Yellow Springs, OH: Antioch Press.

Davis, Larry E. & Proctor, Enola K. (1989). *Race, Gender & Class: Guidelines for Practice with Individuals, Families and Groups*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.

Devore, Wynetta & Schlesinger, Elfriede G. (1999) *Ethnic-Sensitive Social Work Practice*. (4th ed.). Boston: Allyn & Bacon Publishers.

Dudley, William (Ed). (1991). *Racism in America: Opposing Viewpoints*. San Diego, CA.: Greenhaven Press, Inc.

Gobineau, Arthur de. (1915). *The Inequality of Human Races*. London: Heinemann Publishers.

Gutierrez, L., Alvarez, R.A., Nemon, H, & Lewis, E.A. 1996). Multicultural Community Organizing: A Strategy for Change. *Social Work*, 41(5), 501-508.

Lum, Doman. (1996). *Social Work Practice & People of Color*. (3rd ed.) Pacific Cove, CA: Brooks/Cole Publishing Company.

Poole, D.L. (1998) Politically Correct or Culturally Competent: (Editorial). *Health and Social Work*, 23(3), 163-166.

Schaefer, Richard T. (2004). *Racial and Ethnic Groups*. (9thed.). New Jersey: Pearson/Prentice Hall Publishers.

COURSE OUTLINE /CALENDAR

Date	Readings/Activities	Assignments
12/16-12/22	Video lectures Ch. 1-4	Discussion Assignments 1&2 Quiz 1
12/23-12/29	Video lectures Ch. 5-8	Discussion Assignment 3 Quiz 2
12/30-1/5	Video lectures Ch. 9-10 & 13-14	Discussion Assignment 4 Quiz 3
1/6-1/10	Work on paper	Interview Paper Due

The syllabus/schedule is subject to change.