



Course Syllabus

SW 313

Social Work and Aging
Semester/Mod/Year

Credit Hours: 3

Faculty Information

First Last, MSW, CSW
Professor of Social Work
Office:

Office hours:
Phone:

Best way to reach me

The best way to reach me is through email:

- Email address

Response time

You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

Prerequisites

Sophomore Status. The course may be taken by any student as an elective. The course fulfills the requirement of a Social Work Topics class for Social Work majors.

Required Text & Other Materials

- Hooyman, N., Kawamoto, K. & Kiyak, H.A. (2015) Aging Matters: An Introduction to Social Gerontology, Upper Saddle River, New Jersey: Pearson.
- Articles and videos as assigned.

Course Description

Social Work and Aging is an upper division elective course for social work majors. This course addresses the social aspects of aging, including the changing role definitions of the elderly, the special problems of growing old in the U.S. society, and services to the elderly. The course includes information regarding social welfare policies, economic justice, cultural aspects of aging, and values and ethics of social work services to the elderly.

Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.

Principal Instructional Techniques

Material for this course will be provided in various formats including lecture/discussion, small group exercises, videos, digital resources and a field trip.

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Lecture	<input type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input checked="" type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input checked="" type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input checked="" type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input checked="" type="checkbox"/> Watching	<input type="checkbox"/> Other

Student Learning Objectives

SLO 1: The student will demonstrate a beginning understanding of the field of social gerontology and generalist practice social work in aging. *(Initial)*

SLO 2: The student will identify populations at risk within the aging cohort including those with chronic physical and mental disability, cognitive loss and the economically disadvantaged. *(Initial/Review)*

SLO 3: The student will be able to apply wellness and prevention strategies and identify social services to empower older adults and their families. *(Initial)*

SLO 4: The student will be able to conduct a variety of interventions including psychosocial assessments, group work and advocacy to help older adults live as independently as possible. *(Initial/Review)*

SLO 5: The student will clarify personal values as they relate to aging, death and dying, sexuality and productivity. *(Review)*

SLO 6: The student will begin to value the contributions of older Americans in our society. *(Initial/Review)*

Course Requirements

Participation

Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Due Dates for Assignments

Due Date	Name of Assignment	Points toward Final Grade
Week 5	Research Paper	100
Week 7	Diversity Paper	50
Weekly	Discussion Boards (20 pts each)	160
Weekly	Quizzes (20 pts each)	160
Weekly	Participation	30

Completion of Assignments

All work submitted to the instructor should be typed in 12 point font, double-spaced, with 1 inch margins on all sides. Late assignments will be dropped one letter grade. Assignments that are more than a week late will not be graded unless there are extenuating circumstances.

Each assignment should be developed as a Microsoft Word document. Be sure to SAVE electronic copies of your work, as it remains the student's responsibility to ensure that all assignments reach the instructor. All work submitted to the instructor should be typed in 12 point font, double-spaced, with 1 inch margins on all sides. Late assignments will be dropped one letter grade. Assignments in this class submitted more than one week late will not be accepted. All assignments will be uploaded through the course and not emailed to the instructor. The research and diversity papers will be uploaded in the Moodle system using Turnitin.com.

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam

- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ (day) from ____ (pm) to ____ (pm) in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

Assignment	Description
Research Paper	The student will submit a research paper on a topic related to aging (selected in class). The paper must be at least 8 typed pages in length and be documented in APA style. The student must use at least 5 reliable sources when researching the topic. Papers not submitted in APA style of referencing will not be graded and returned to the student with a zero grade. Papers are due the 10th week of class _____. Students are required to complete this assignment to pass the course. The assignment will be uploaded to the Moodle platform.
Diversity Research Assignment	<p>Each student will complete a diversity research assignment. Students will choose one of the populations below and have the selection approved by the instructor.</p> <p>Topics: (choose one)</p> <ul style="list-style-type: none"> Older African Americans Older Hispanics Americans Older Asian Americans Older American Indians Older Women (as compared to older men in society) Older LGBT individuals (as compared to heterosexual counterparts) <p>Students will research the economic status, health, social supports, and living situations of one of the special populations chosen by the student. They will also research specific cultural values and beliefs regarding life, acceptance of help, and death. Students are encouraged to use the text AND at least 3 other reliable sources to gather information. Sources should be documented in APA style of referencing. Papers not submitted in APA style of referencing will be returned to the student with a zero grade. Length is 5 pages of content including the abstract, double-spaced in 12 point font. Paper is due the 13th week of class and</p>

	is worth 50 points. No late submissions will be accepted. DUE DATE is _____. You must complete this assignment to pass the course. Email the instructor the chosen topic from the list above no later than _____.
Quizzes (8)	There will be 8 quizzes taken within the Moodle platform of the course. Each quiz is worth 20 points. Students are allowed one attempt at the quiz.
Discussion Boards (8)	Each week, you are expected to post a minimum of 3 times in response to a specific prompt. One should be your original post of 300 - 350 words. Standard English spelling, grammar, and punctuation are expected in all posts. Respond to at least 2 other classmates (these can be shorter). Post information that adds to the depth of the discussion. This may be in the form of additional evidence-based information to support or refute the ideas in the post (cite resources); questions seeking clarification or further expansion of the topic; or examples/experiences that provide insight into the topic. Posts that are limited to "I agree" or otherwise lack substance are not sufficient.

Grading Scale

450-500 points	= A	90-100%	= A
400-449 points	= B	80-89%	= B
350-399 points	= C	70-79%	= C
300-349 points	= D	60-69%	= D
< 300 points	= F	< 60%	= F

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the [Office of Disability Services](#) at _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to "recover" lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.

- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) give you an F for the course.

In addition, you will be referred to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

Sexual Assault

Sexual assault of college students, especially female students, is a significant problem. Studies of campus sexual assault indicate that many assaults and attempted assaults are never reported. If you experience sexual assault, I encourage you to report it. If you would happen to share this with me, or if I become aware of it, I want to make sure you know about my legal reporting requirements. In all instances and to the extent possible, the University will protect the privacy of all parties. That said, under federal law, campus officials, including faculty (with some exceptions) who receive a report of sexual assault, whether from the student involved or a third party, must share that information with the appropriate University authorities for investigation and follow-up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment and sexual assault, prevent its recurrence, and address its effects. The University is obligated to conduct this investigation regardless of the complainant's request regarding

confidentiality of the process. Therefore, please know that by law, this is not information that I can keep confidential.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Class Schedule

Week 1

Review of the Syllabus/Requirements/Expectations

Read: Chapter 1 - The Older Adult Population in the U.S.
Chapter 2 - Global Aging and Older Immigrants in the U.S.

Write: Discussion Board 1

Quiz: Lesson 1

Week 2

Read: Chapter 3 - Physical Well-Being: Physiological Changes and Health

Write: Discussion Board 2

Quiz: Lesson 2

Week 3

Read: Chapter 4 - Mental and Emotional Well-Being

Write: Discussion Board 3

Quiz: Lesson 3

Week 4

Read: Chapter 6 - Family, Friends, and Other Informal Supports

Write: Discussion Board 4

Quiz: Lesson 4

Week 5

Read: Chapter 7 - Informal and Family Caregiving

Write: Discussion Board 5

Quiz: Lesson 5

Due: Research Paper

Week 6

Read: Chapter 9 - Loss and Grief in Old Age

Write: Discussion Board 6

Quiz: Lesson 6

Week 7

Read: Chapter 10 - Economic Well-Being: Retirement, Employment, and Poverty

Write: Discussion Board 7

Quiz: Lesson 7

Due: Diversity Paper

Week 8

Read: Chapter 11 - Community Well-Being: Living Arrangements and Social Interactions

Write: Discussion Board 8

Quiz: Lesson 8

Outcomes Assessment

BU Educational Outcome #1 Student will demonstrate the ability to think critically, analyze information, and communicate effectively.		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Demonstrate a beginning understanding of the field of social gerontology and generalist practice social work in aging	Research Paper/ Diversity Assignment	Initial
Identify populations at risk within the aging cohort including those with chronic physical and mental disability, cognitive loss and the economically disadvantaged.	Research Paper/ Diversity Assignment	Initial/Review
Apply wellness and prevention strategies and identify social services to empower older adults and their families.	Research Paper/ Diversity Assignment	Initial

Conduct a variety of interventions including psychosocial assessments, group work and advocacy to help older adults live as independently as possible.	Research Paper/ Diversity Assignment	Initial/Review
Clarify personal values as they relate to aging, death and dying, sexuality and productivity.	Research Paper/ Diversity Assignment	Review
Begin to value the contributions of older Americans in our society.	Research Paper/ Diversity Assignment	Initial/Review

BU Educational Outcome #1

Student will understand and apply ethical standards in promoting justice and service to others.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Demonstrate a beginning understanding of the field of social gerontology and generalist practice social work in aging	Research Paper/ Diversity Assignment	Initial
Identify populations at risk within the aging cohort including those with chronic physical and mental disability, cognitive loss and the economically disadvantaged.	Research Paper/ Diversity Assignment	Initial/Review
Apply wellness and prevention strategies and identify social services to empower older adults and their families.	Research Paper/ Diversity Assignment	Initial
Conduct a variety of interventions including psychosocial assessments, group work and advocacy to help older adults live as independently as possible.	Research Paper/ Diversity Assignment	Initial/Review
Clarify personal values as they relate to aging, death and dying, sexuality and productivity.	Research Paper/ Diversity Assignment	Review
Begin to value the contributions of older Americans in our society.	Research Paper/ Diversity Assignment	Initial/Review

Discussion Board GRADING RUBRIC

SW 301 - Discussion Board	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Makes timely posts. (pts deducted for lateness)	Makes at least 1 original post in 300-350 words.	Makes 1 original post in 200-300 words.	Makes 1 original post in <200 words.	Does not make an original post.	
Timely responses to 2 other students on 2 separate days. (pts deducted for lateness)	Responds to at least 2 other students in at least 150 words for each post.	Responds to at least 1 student in 100-150 words for each post.	Responds to at least 1 other student in <100 words for each post.	Does not respond to another student or responds to 2+ students superficially.	
Knowledge	Demonstrates in-depth mastery of the material.	Demonstrates clear, accurate understanding of the material.	Demonstrates incomplete understanding of the material.	Does not demonstrate understanding of the material.	
Analysis	Considers the complexity of the situation/topic. Discusses multiple points of view. Makes connections to activities (audio, reading, interactive) or other learning.	Considers the complexity of the situation/topic. Discusses more than one point of view, but makes no (or superficial) connections to the activities (audio, reading, interactive) or other learning.	Considers the elements of the situation/topic in a concrete way.	Does not consider the various elements of the situation/topic or considers them solely-based upon personal opinion or anecdotal information ("I know a person . . .").	
Grammar & Spelling	Virtually no errors.	1 or 2 minor errors that do not distract from the message.	2+ errors (assuming required length).	Either 2+ errors that significantly distract from the message OR post is so short that lack of errors does not demonstrate skill in this area.	