

**SOWK 653**

**SOCIAL WORK PRACTICE WITH AND IN BEHALF OF OLDER ADULTS  
FALL 2008**

**Instructor:** Iris Chi, DSW

**Office:** MRF 329

**Telephone:** 213-821-1360

**Office hours:** By appointment

**E-mail:** ichi@usc.edu

**Location:** MRF303

**Day/Time:** Thursday, 4:00 pm – 5:50 pm

**I. COURSE DESCRIPTION**

This one-unit seminar provides an introduction to the concepts and skills needed for effective social work practice with culturally/ethnically diverse older adults and their families. In so doing, the seminar builds on the knowledge gained in concentration-specific courses, and examines how it can be applied in direct and indirect practice with elderly clients and their family members. The course will cover physical, emotional and psychological processes that occur as one ages. We will also discuss social aspects of aging as they relate to family roles and responsibilities, cultural diversity, social support networks and the use of health and social service. Particular emphasis will be placed on helping students to identify personal and societal values regarding the aging process.

**II. COURSE OBJECTIVES**

As a result of their participation in this course, students are expected to be able to:

1. Understand the effect of ageism on older adults; being increasingly aware of their own views, biases, and fears toward aging, death and dying;
2. Understand the complexity of interaction between physical, emotional, and social forces of aging on individual;
3. Be aware of the diversity of cultural, spiritual, and ethnic needs and beliefs of older adults and family members, and understand what is culturally appropriate practice; and
4. Gain knowledge of various social policies and their impact on older adults and their families.

**III. COURSE FORMAT**

A combination of lecture, class presentation and discussion will be adopted in this course.

#### IV. COURSE EVALUATION AND GRADING

##### Course Requirements:

Class Presentation – Each student is required to choose a topic for his/her class presentation by the second session. The topic must relate to the theme of each class session. The sequence of presentation will follow the class session. Each presentation will take about 20 minutes and it will be arranged at the beginning of each class. Student should prepare an outline for the presentation and provide the detailed references including useful websites. Student should also lead the class discussion by preparing a few questions relevant to the topic.

Class Participation - Class participation is an important component of the student's socialization into professional social work practice. All students are expected to regularly attend class and be on time. Participation is more than class attendance. It involves coming to class prepared to participate actively in the class discussions. Class participation involves meaningful discussion based on having read the required readings for the week. Participation may involve such activities as raising meaningful questions for clarification, offering critical thinking regarding issues under discussion, or extending the discussion to related material from other social work courses.

##### Grading

Grades for the course will be determined as follows:

CLASS PARTICIPATION	10%
PRESENTATION MATERIALS	30%
PRESENTATION & DISCUSSION	60%

Class grades will be based on the following:

93 – 100	A	3.85 – 4.00
90 – 92	A-	3.60 – 3.84
87 – 89	B+	3.25 – 3.59
83 – 86	B	2.90 – 3.24
80 – 82	B-	2.60 – 2.87
77 – 79	C+	2.25 – 2.50
73 – 76	C	1.90 – 2.24
70 – 72	C-	

#### V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which

could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

## VI. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

### University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

### City Center

Front of the building (12<sup>th</sup> & Olive)

### Orange County Campus

Faculty Parking Lot

### Skirball Campus

Front of building

Do not re-enter the building until given the "all clear" by emergency personnel.

## VII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## VIII. REQUIRED TEXTBOOKS

### Textbook:

Hooyman, N. R. and Kiyak, H.A. (2008). *Social gerontology: A multidisciplinary perspective* (8th ed.). Boston, MA: Pearson Education, Inc.

### **Reference book:**

Michael J. Holosko and Marvin D. Feit. (2004). *Social work practice with the elderly*. (3rd ed.) Toronto: Canadian Scholars' Press.

## **IX. COURSE OUTLINE AND ASSIGNMENTS**

### **Session 1 - August 28**

Introduction to course; Overview of social work practice with the elderly; Demographic trends; Myths and realities of aging;  
Course Objectives – This session will address Objective #1, #3 and #4

#### **Readings**

Hooyman & Kiyak, Chapter 1, 14 & 15

Michael J. Holosko and Marvin D. Feit, Chapter 1, 2 & 25

For demographic trends: visit <http://www.aoa.dhhs.gov/prof/Statistics/statistics.asp>

Kane, M. (2004). Ageism and intervention: What social work students believe about treating people differently because of age. *Educational Gerontology*, 30 (9), 767-784.

Nelson, T. D. (2005) Ageism: Prejudice Against Our Feared Future Self. *Journal of Social Issues*, 61 (2), 207–221

Robb, C. Chen, H. & Haley, W.E. (2002). Ageism in mental health and health care: A critical review. *Journal of Clinical Geropsychology*, 8(1), 1-12.

### **Session 2 – September 11**

Theories of aging and practice implications; Social work assessment, counseling and case management; Cross-cultural and gender issues  
Course Objectives – This session will address the Objectives # 1 and # 2

#### **Readings**

Hooyman & Kiyak, Chapter 2, 6 & 8

Michael J. Holosko and Marvin D. Feit, Chapter 3, 4 & 8

Editorial, (August 2004). The goal of culturally sensitive gerontological care. *Journal of advanced nursing*, 47 (4), 351.

Phelan, E.A., Anderson, L.A., LaCroix, A.Z., & Larson, E.B. (2004). Older adults view of successful aging: How do they compare with researchers definitions? *Journal of the American Geriatrics Society*, 52, S211-216.

Rowe, J.W. & Kahn, R.L. (1997). Successful aging. *The Gerontologist*, 37, 433-440.

Susanne, I (2005). A Long-Term Perspective on Person–Environment Fit and ADL Dependence Among Older Swedish Adults. *The Gerontologist*, 45 (3):327-336

Torsch, V. L. & Ma, G. M. (2000) Perceptions, Concerns, and Coping Strategies among Asian and Pacific Islander American Elders. *Qualitative Health Research*, 10 (4), 471-489

**Session 3 – September 25 (Guest lecture by Yawen Li)**

Health and aging, indicator of health

Course Objectives – This session will address Objective # 1, #2 and # 3

**Readings**

Hooyman & Kiyak, Chapter 3 & 4

Annette L. Fitzpatrick, Neil R. Powe, Lawton S. Cooper, Diane G. Ives, and John A. Robbins (2004). Barriers to Health Care Access Among the Elderly and Who Perceives Them. *Am J Public Health*. October; 94(10): 1788–1794.

C. Boyd, et. al., "Clinical Practice Guidelines and Quality of Care for Older Patients with Multiple Comorbid Diseases," *Journal of the American Medical Association*, Vol. 294, No. 6, 2005, pp. 716-724.

He, W., (2005). 65+ in the United States: 2005. Commerce Dept., Economics and Statistics Administration, Census Bureau, and Health and Human Services Dept., National Institutes of Health, National Institute on Aging.

**Session 4 – October 9 (student presentations)**

The social consequences of physical aging; Managing chronic diseases and promoting well-being in old age; Sexuality in later life

Course Objectives – This session will address the Objective # 2.

**Readings**

Hooyman & Kiyak, Chapter 3, 4 & 7

Gott, M. & Minchliff, S. (2003). How important is sex in later life? The views of older people. *Social Science & Medicine*, 56 (8) 1617-1628.

Grzywacz, J.G., Lang, W., Suerken, C., Quandt, S.A., Bell, R.A. & Arcury, T.A. (2005). Age, race, and ethnicity in the use of complementary and alternative medicine for health self-management: Evidence from the 2002 National Health Interview Survey. *Journal of Aging and Health*, 17, 547-572.

Schmiedeskamp, M. (2004). Preventing good brains from going bad. *Scientific American*, 84-91.

Timmreck, T. C. (2003). *Planning, program development, and evaluation : a handbook for health promotion, aging, and health services* (2nd ed.). Sudbury, Mass.: Jones and Bartlett.

**Session 5 – October 23 (student presentations)**

The psychological context of social aging; Cognitive changes with aging; Personality and mental health; Depression and suicide

Course Objectives – This session will address the Objective # 2.

**Readings**

Hooyman & Kiyak, Chapter 5 & 6

Braun, K. L. and C. V. Browne (1998). Perceptions of dementia, caregiving, and help seeking among Asian and Pacific Islander Americans. *Health & Social Work*, 23(4), 262-274.

Chi, I., Yip, P.S.F., Chiu, H.F.K., Chou, K.L., Chan, K.S., Kwan, C.W., Conwell, Y., & Caine, E. (2005). Prevalence of depression and its correlates in Hong Kong Chinese Older Adults. *American Journal of Geriatric Psychiatry*, 13, 409-416.

- Chiu, H.F.K., Yip, P.S.F., Chi, I., Chan, S., Tsoh, J., Kwan, C.W., Li, S.F., Conwell, Y., Caine, E. (2004). Elderly suicide in Hong Kong – A case controlled psychological autopsy study. *Acta. Psychiatrica Scandinavica*, 109(4), 299-305.
- Janevic, M. R.. & Connell, C. M. (2001). Racial, ethnic, and cultural differences in the dementia caregiving experience: recent findings. *The Gerontologist*, 41 (3), 334-347.
- Sheikh, S. & Furnham. A. (2000). A cross-cultural study of mental health beliefs and attitudes towards seeking professional help. *Social Psychiatry and Psychiatric Epidemiology*. 35 (7), 326-334.

### **Session 6 – November 6 (student presentations)**

The social context of aging; Social support and social interactions in later life; Caregiving issues; Social work practice with family caregivers of frail older persons  
Course Objectives – This session will address the Objective # 3.

#### Readings

- Hooyman & Kiyak, Chapter 9 - 13  
Michael J. Holosko and Marvin D. Feit. Chapter 19
- Chee, Y. K. & Levkoff, S. E. (2001). Culture and dementia: Accounts by family caregivers and health professionals for dementia-affected elders in South Korea. *Journal of Cross-Cultural Gerontology*. 16(2): 111-125.
- Connell, C. M., Janevic, M. R., & Gallant, M. P. (2001). The Costs of Caring: Impact of Dementia on Family Caregivers. *Journal of Geriatric Psychiatry and Neurology*, 14 (4). 179-187.
- Hugman, R. (2000). East-West dialogue in social work for older people and their families. *Asia-Pacific Journal of Social Work*, 10(1), 59-76.
- Sheel Pandya (2005). Caregiving in the United States: Research report, AARP Public Policy Institute. (Could be obtained through [http://www.aarp.org/research/housing-mobility/caregiving/Articles/fs111\\_caregiving.html](http://www.aarp.org/research/housing-mobility/caregiving/Articles/fs111_caregiving.html))

### **Session 7 – November 20 (student presentations)**

The societal context of aging  
Social policies for older people; Health and long term care policy and programs; Social work practice with the frail elderly and their families  
Course Objectives – This session will address the Objective # 4.

#### Readings

- Hooyman & Kiyak, Chapter 16 & 17  
Michael J. Holosko and Marvin D. Feit. Chapter 6

Useful website for aging policies:

- |        |   |
|--------|---|
| AARP   | <a href="http://www.aarp.org">http://www.aarp.org</a> |
| CMS    | <a href="http://www.cms.gov">www.cms.gov</a>          |
| Kaiser | <a href="http://www.kff.org">http://www.kff.org</a>   |