



USC | School of Social Work

Social Work 616 Section #67558 & #67559

Clinical Practice with Older Adults

3 Units

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Course Day: Tuesdays
Course Time: #67558: 4:00 – 5:15 pm (PST)
#67559: 5:45 – 7:00 pm (PST)
Course Location: VAC

Office Hours: by appointment

I. COURSE PREREQUISITES

This course meets the requirement for the Older Adult Subconcentration offered by the USC School of Social Work. This course can also be taken as a freestanding course.

II. CATALOGUE DESCRIPTION

Developmental tasks of adulthood and later life, as well as assessment and intervention for problems and disorders associated with aging.

III. COURSE DESCRIPTION

The aging of the US population, longer life expectancy, and the dramatic growth of persons over age 85 as well as those identified as “Baby Boomers” have significant implications for social work practice in the 21st century. Clinical competence in gerontological and geriatric social work requires a keen understanding of biopsychosocial issues of late-life as well as the application of empirically-supported interventions in home, community-based settings, and institutions. This course provides an intensive examination of clinical practice with older adults starting with the “well-built question,” and navigating through select evidenced-based interventions identified as national models. Drawing from an interdisciplinary research and practice base, students will have the opportunity to critically evaluate health and mental health conditions and challenges in diverse aging populations and settings. Students gain an increased understanding of the rationale, process, and challenges of evidenced-based practice and skills apply relevant and practical empirically-supported assessments and interventions to health and mental health conditions or situations facing older adults and their caregivers.

IV. COURSE OBJECTIVES

The Clinical Practice with Older Adults course (SOWK 616) will:

Objective #	Objectives
1	Facilitate students' learning of the prevalence and risk factors of select health and mental health conditions or situations affecting the biopsychosocial development of diverse older populations.
2	Prepare students to demonstrate knowledge of the rationale, process, and challenges, and interventions associated with evidence-based social work practice in home and community-based settings.
3	Increase students' ability to identify and critically apply empirically-supported assessments and interventions to health and mental health conditions or situations affecting older persons and their caregivers.
4	Develop students' facility for oral and written expression and analytic thinking necessary for professional social work practice.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The class format will consist of two modes of instruction: (1) Didactic instruction with large and small group discussions of the course material; and (2) Seminar format in which each student takes an active and facilitative role in the presentation and discussion of the course material. As needed, case vignettes, videos, guest speakers, experiential exercises, computer and interactive modalities, and/or other learning aids will complement the course instruction. The online teaching and learning environment provided by the VAC platform and ARES course reserves will support access to course-related materials and communication.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 616	Course Objective
1	Professional Identity		
2	Ethical Practice		
3	Critical Thinking	*	1-4
4	Diversity in Practice	*	1-4
5	Human Rights & Justice		
6	Research Based Practice		
7	Human Behavior		
8	Policy Practice		
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate	*	1-4

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Use critical thinking augmented by creativity and curiosity. Understand that critical thinking also requires the synthesis and communication of relevant information. 	1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	All assignments
	2. Analyze models of assessment, prevention, intervention, and evaluation.	All assignments
	3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	All assignments

<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	4. Recognize and communicate their understanding of the importance of difference in shaping life experiences.	All Assignments

<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement,</p>	5. Select appropriate intervention strategies.	All assignments
	6. Evaluation: Critically analyze, monitor, and evaluate interventions.	All assignments

<p>Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice 		
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VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	Points
Assignment 1: Brief question assignment	5/19/15 by 5 PM (PST)	20
Assignment 2: Midterm assignment	6/23/15 by 5 PM (PST)	30
Assignment 3: Final assignment	8/18/15 Paper by 5PM (PST)	30
Last two class sessions	Class presentation	10
Class Participation	Ongoing	10
TOTAL POINTS POSSIBLE		100

Each of the major assignments is described below.

Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances, and is left to the discretion of the course instructor. If the assignment is late without permission, the grade will be graded down by one full grade.

Assignments must adhere to the citation and referencing standards put forth in the 2010 Publication Manual of the American Psychological Association (6th ed.).

Assignment 1: “Well-built question” assignment. 10 POINTS

Written paper – 2 pages and a reference page: Formulate a question of relevance to your field work experience (or area of interest) and conduct a literature search (locate 5-10 sources). The “well-built” question will be a precursor to your midterm and final assignments.

1. Pose the question.
2. Discuss what you plan to research
3. Where you will find the information on your topic (e.g. peer reviewed journals, books, census data).
4. Relevance to social work practice.
5. Prepare an APA style reference page.

Use APA citations when discussing or quoting another person’s work

Due: 5/19/15 - due by 5PM PST

This assignment relates to student learning outcome 1-4.

Assignment 2: Midterm - 30 POINTS

Based on the student's topic of interest from Assignment #1, this assignment is intended to assist the student in developing an advanced understanding of the clinical topic or presenting problem identified. This will help the student refine his/her topic for the final paper and presentation.

The midterm assignment contains 2 sections.

1. Using the Purdue OWL On line Writing Lab instructions, **write an abstract of your final paper**. Your idea can be refined as you work on the final paper and this will serve as the preliminary abstract.

https://owl.english.purdue.edu/owl/r20_points_resource/656/1/

10 POINTS

2. **Write 5 annotated bibliographies** – Locate 5 more articles (in addition to those that you used for assignment 2) that you will be using for your paper. Write an annotated bibliography for each article. Review the samples on the Purdue OWL website. Be sure to start each annotated bibliography with a properly constructed **APA citation**.

<https://owl.english.purdue.edu/owl/resource/614/03/>

An annotated bibliography summarizes and assesses the article in the citation. The first paragraph provides a brief summary of the author's premise, covering the main points of the work. The second paragraph evaluates the text, pointing out the project's strengths and evaluates its methods and presentation. The third paragraph discusses how this article relates to the topic of your paper.

20 POINTS

Due: 6/23/15 (due by 5 pm PST)

This assignment relates to student learning outcome 1-4.

Assignment 3: Final Presentation and Paper

Paper and in-class presentation.

15 page paper Proper APA style mandatory. 30 POINTS The paper should be a comprehensive review that answers the question from assignment 1.

Presentation - 10 Minutes and 5 minutes for Q&A. Presentations will be done on the last 2 class sessions. **Paper due August 18, 2015 (due by 5 pm PST) 10 POINTS**

This assignment relates to student learning outcome 1-4.

NOTE: Any late work will be graded down by one letter grade.

Class Participation

Active involvement in this class is considered essential to the student's growth as a practitioner. Knowing the "right" answers is not nearly as important as being willing to risk putting forward one's ideas, impressions and insights based on course material and student practice experiences. There is no substitute for being prepared by having read the assigned readings and resources, completing homework assignments, etc. Participation in assigned virtual platform activities also constitutes meaningful class participation.

Attending classes is a basic responsibility of every USC student who is enrolled in courses at the School of Social Work. The MSW is an accredited professional degree program, thus regular and punctual class attendance is considered an essential element of accreditation standards and professional conduct. All absences should be communicated to the instructor by e-mail. If a student misses more than one class session, then the student must meet with the instructor immediately to discuss how the absences may affect the student's performance, and thus their letter grade. Joining a class after 10 minutes, leaving early, or for an extended break time is considered a missed class session.

GUIDELINES FOR EVALUATING PARTICIPATION

9-10 points = Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

7-8 points = Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

5-6 points = Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

3-4 points = Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

0-2 points = Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. This may include a person who misuses electronic devices to the degree that the use of these devices is self-serving and/or disruptive. If this person were not a member of the class, nothing would change, except perhaps that the disruptions would cease.

USE OF TECHNOLOGY AND PERSONAL ELECTRONIC DEVICES IN THE CLASSROOM

The use of technology in the classroom is intended to enhance the learning environment for all students and the instructor. The instructor reserves the right to restrict or prohibit the use of personal electronic devices in the classroom. Any misuse of technology or personal electronic devices that substantially degrades the learning environment, promotes dishonesty or illegal activities, is strictly prohibited by the instructor. Such activity may adversely affect the student's grade in the course.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

There is no required textbook for this course. Below is a list of books recommended by the instructor. All required readings outlined below in the course schedule are available online. Additional required and recommended readings may be assigned throughout the course at the instructor’s discretion. All web-based resources are required readings.

Course Schedule—Detailed Description

Unit 1:	Introduction and Course Overview Aging: historical and demographic perspectives	May 5
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Topics

- Introduction to the course
- Overview of the learning contract/syllabus
- The demographics of an aging and global society

This Unit relates to course objectives 1-4.

Publications that provide background material for several units in this course:

Centers for Disease Control and Prevention. (2013). *The State of Aging and Health in America 2013*. Atlanta, GA: Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

<http://www.cdc.gov/aging/pdf/State-Aging-Health-in-America-2013.pdf>

Administration on Aging Administration for Community Living U.S. Department of Health and Human Services. (2013). *A Profile of Older Americans: 2013*.

http://www.aoa.acl.gov/Aging_Statistics/index.aspx

- Profile of Older Americans
- AGing Integrated Database (AGID)
- Census Data & Population Estimates
- Projected Future Growth of Older Population
- Minority Aging
- Key Indicators of Well-Being

Federal Interagency Forum on Aging Related Statistics. (2012). *Older Americans 2012: Key Indicators of Well-Being*.

http://www.agingstats.gov/agingstatsdotnet/Main_Site/Data/2012_Documents/Docs/EntireChartbook.pdf

USC Research Guide and resources, library information:

USC School of Social Work – Randall Information Center - Library Guide webpage.

<http://libguides.usc.edu/socialwork>

**Unit 2: Evidence-Based Practice with Older Adults
Structure of Services for Older Adults**
May 12
Topics

- Evidence-based practice rationale, process and challenges
- Who needs services?
- Federal: Medicare
- State: SUA, Medicaid
- Local: county-city: AAA
- Private
- Rationale and challenges
- Special population: homeless elderly

This Unit relates to course objectives 1-4.

Required Readings

Try this for your state and county: To locate a State and/or Area Agency on Aging (AAA)
http://www.aoa.gov/AoA_programs/OAA/How_To_Find/Agencies/find_agencies.aspx?sc=GU

Gibbs, L. E. (2003). Pose a specific question of importance to your client's welfare. Evidence-based practice for the helping professions: A practical guide with integrated multimedia (pp. 53–87). Pacific Grove, CA: Brooks/Cole.

Mullen, E. J., & Streiner, D. L. (2004). The evidence for and against evidence based practice. *Brief Treatment and Crisis Intervention*, 4, 111–121.

Thyer, B. (2006). What is evidence-based practice? In Roberts, A. R., & Yeager, K. R. (Eds.) *Foundations of evidence-based social work practice* (pp. 35-46). New York: Oxford University Press.

Unit 3: Evidence-based Practice (continued) Functional Assessment (physical)
May 19
Civic Engagement - Healthy Aging, Wellness
Topics

- Functional Assessment and Evidence-based fall prevention strategies
- Key indicators of Well Being
- Role in society
- Social Programming: Foster Grandparents, RSVP, Senior Companion Program
- Political activism
- What is successful aging?

This Unit relates to course objectives 1-4.

Required Readings

Cho, J., Martin, P., and Poon, L.W. (2015). Successful Aging and Subjective Well-Being Among Oldest-Old Adults. *The Gerontologist*, 55 (1): 132-143. doi:10.1093/geront/gnu074

<http://gerontologist.oxfordjournals.org.libproxy.usc.edu/content/55/1/132.full>

Crosnoe R., Elder G. H. (2002). Successful adaptation in the later years: A life course approach to aging. *Social Psychology Quarterly*, 65, 309–328. doi:10.1177/0164027504268491

Gillespie, L.D., Robertson, M.C., Gillespie, W.J., Sherrington, C., Gates, S., Clemson, L.M., & Lamb, S.E.

(2012). Interventions for preventing falls in older people living in the community. *Cochrane Database of Systematic Reviews*. doi: 10.1002/14651858.CD007146.pub3

NOTE: Focus on pages 1-23.

Kennedy, G. J., Gardner, L. (2013). The silver lining in the graying of America: healthy aging is the new norm. *Psychiatric Times*.

Martin, P., Kelly, N., Kahana, B., Kahana, E., Willcox, B. J., Willcox, D.C., and Poon, L. W. (2015). Defining Successful Aging: A Tangible or Elusive Concept? *The Gerontologist* (2015) 55 (1): 14-25. doi:10.1093/geront/gnu044
<http://gerontologist.oxfordjournals.org.libproxy.usc.edu/content/55/1/14.full.pdf+html>

Martinson, M. and Minkler, M. (2006). Civic Engagement and Older Adults: A Critical Perspective. *The Gerontologist*, 46 (3): 318-324. doi: 10.1093/geront/46.3.318
<http://gerontologist.oxfordjournals.org.libproxy.usc.edu/content/46/3/318.short>

Ory, M. (2011). Evidence-based health promotion planning 101. What it is, why it's important, how to find the right program for your agency, and how to measure success? Program on Healthy Aging, Texas A&M Health Science Center presentation.
<http://www.ncoa.org/improve-health/center-for-healthy-aging/content-library/EBH-Promotion-101.pdf>

Partners in Care Foundation. (n.d.) HomeMeds. Medication management system. HomeMeds is an evidence-based, technology-enabled intervention that addresses medication safety among older adults. Retrieved from <http://www.homemedics.org/>

Unit 4: Transitional Care from Hospital to Home**May 26**

Topics

- Evidenced-based interventions to improve health care transitions
- Model transitional care programs and resources

This Unit relates to course objectives 1-4.

Required Readings

Coleman, E.A., Parry, C., Chalmers, S., Sung-joon Min, S-J. (2006). The Care Transitions Intervention: Results of a randomized controlled trial. *Archives of Internal Medicine*, 166, 1822-1828.

Fabbre, V.D., Buffington, A.S., Altfeld, S.J., Shier, G.E., & Golden, R.L. (2011). Social work and transitions of care: Observations from an intervention for older adults. *Journal of Gerontological Social Work*, 54, 615-626.

Web-Based Resources

National Transitions of Care Coalition. (2008). Improving Transitions of Care
<http://www.ntocc.org/Portals/0/PDF/Resources/PolicyPaper.pdf>

The Care Transitions Intervention[®] (Also known as the Coleman Model).
<http://www.caretransitions.org/> (NOTE: Focus on content under Care Transitions Intervention[®]).
http://www.caretransitions.org/documents/CTI_Summary.pdf
<http://www.caretransitions.org/documents/manual.pdf>

Enhanced Discharge Planning Program
 AHRQ Health Care Innovations Exchange.
<http://www.innovations.ahrq.gov/content.aspx?id=3344>

NOTE: See the innovation entry under “Snapshot” for the Enhanced Discharge Planning Program entry.

Project BOOST – Better Outcomes for Older Adults through Safe Transitions. Implementation Guide to Improve Care Transitions.
http://tools.hospitalmedicine.org/resource_rooms/imp_guides/CT/Implementation_Download.html

NOTE: There is no charge for use of this toolkit. Upon submission of brief information, the complete Implementation Guide (first edition) can be downloaded.

Unit 5: Chronic Disease Management**June 2**

Topics

- Biopsychosocial health needs of older adults with chronic conditions
- Chronic disease self-management
- Home Care in America
- New initiative: Patient center medical homes

This Unit relates to course objectives 1-4.

Required Readings

Christ, G., & Diwan, S. (2009). Chronic illness and aging. Section 2: The role of social work in managing chronic illness care. CSWE Gero-Ed Center.
<http://www.cswe.org/File.aspx?id=25465>

NOTE: Pay attention to the domains of the biopsychosocial assessment (Table 1), and evidence-based services (Table 2).

Ory, M.G., Ahn, S., Jiang, L., Smith, M.L., Ritter, P.L., Whitelaw, N., & Lorig, K. (2013). Success of a national study of the Chronic Disease Self-Management Program: Meeting the Triple Aim of health care reform. *Medical Care*, 51, 992-998.

Ory, M.G., Smith, M.L., Patton Kulinski, K., Lorig, K., & Zenker, W. (2013). Self-management at the tipping point: Reaching 100,000 American with evidence-based programs. *Journal of the American Geriatrics Society*, 61, 821-823.

Web-Based Resources

Stanford Patient Education Research Center
<http://patienteducation.stanford.edu/programs/cdsmp.html>

NOTE: Briefly peruse the information provided on the Better Choices, Better Health® program, also known as the Chronic Disease Self-Management Program as well as the licensing requirements and evaluation tools provided. The Stanford Patient Education Research Center also has other self-management programs.

National Council on Aging. National Study of Chronic Disease Self-Management Programs (CDSMP). 2013. <http://vimeo.com/62813327>

NOTE: Listen to the webinar on the national outcomes of the CDSMP. Stanford Patient Education Center also offers an entire list of research instruments (which can be used for clinical practice) free of charge at: <http://patienteducation.stanford.edu/research/>

NOTE: Download the following questionnaire that was administered in the national CDSMP study noted above. These questions can also be used in clinical practice to assess the client's progress over time. http://patienteducation.stanford.edu/research/Nat_CDSMP_Quest.pdf

Unit 6: Assessment of Cognitive Functioning and Mental Status Examination

June 9

Topics

- Memory loss, brain health, and medical evaluation
- Assessment and diagnosis of cognitive impairment including DSM-V neurocognitive disorders
- Cognitive screening tools
- Biopsychosocial assessment of cognitive functioning

This Unit relates to course objectives 1-4.

Required Readings

McInnis-Dittrich, K. (2014). Differential assessment and diagnosis of cognitive and emotional problems of older adults. *In Social work with elders. A biopsychosocial approach to assessment and intervention (2nd Edition)* (pp. 110–141). Boston, MA: Allyn and Bacon.

Web-Based Resources

House, R. M. *The Mental Status Examination*

http://www.brown.edu/Courses/BI_278/Other/Clerkship/Didactics/Readings/THE%20MENTAL%20STATUS%20EXAMINATION.pdf

Alzheimer's Association. Alzheimer's Disease: Facts and Figures

http://www.alz.org/downloads/facts_figures_2014.pdf

NOTE: Focus on pages 1-25, and 53-63.

Inside the Brain: An Interactive Tour (multi-lingual)

http://www.alz.org/alzheimers_disease_4719.asp

NOTE: Take the Brain Tour which explains how the brain works and how it is affected by Alzheimer's disease.

American Psychiatric Association (2013). Neurocognitive disorders. *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. Arlington, VA.

<http://dsm.psychiatryonline.org.libproxy.usc.edu/content.aspx?bookid=556§ionid=41101783#10344625> . DOI: 10.1176/api.books.9780890425596.222827

Unit 7: Caregiving - Issues and Assistance

June 16

Topics

- Definition and prevalence
- Caregiver interventions – reviewing the current evidence
- Family and Caregiver Diversity
- Service response

This Unit relates to course objectives 1-4.

Required Readings

Belle, S. H., Burgio, L., Burns, R., Coon, D., Czaja, S. J., Gallagher-Thompson, D., Gitlin, L. N., Klinger, J., Koepket, K. M., Lee, C.C., Martindale-Adams, J., Nichols, L., Schulz, R., Stahl, S., Stevens, A., Winter, L., Zhang, S. (2006). Enhancing the quality of life of dementia caregivers from different ethnic or racial groups: A randomized, controlled trial. *Annals of Internal Medicine*, 145, 727-738.

NOTE: This is a publication based on REACH II. Information on REACH II is listed under Web-Based Readings below,

Fredriksen-Goldsen, K.I., Kim, H-J, Muraco, A., Barkan, S.E., Muraco, A. and Hoy-Ellis, C.P. (2013). Health Disparities Among Lesbian, Gay, and Bisexual Older Adults: Results From a Population-Based Study . *American Journal of Public Health*, 103, 1802-1809.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3770805/pdf/AJPH.2012.301110.pdf>

Goy, E., Freeman, M., Kansagara, D. (2012) A systematic evidence review of interventions for non-professional caregivers of individuals with dementia. VA-ESP Project #05-225: 2010.

<http://www.ncbi.nlm.nih.gov/books/NBK49194/pdf/TOC.pdf>

NOTE: Focus on pages 1-4, and 47-52.

Luchsinger, J., Mittelman, M., Mejia, M., Silver, S.; Lucero, R.J., Ramirez, M.; Kong, J. & Teresi, J.A. (2012). The Northern Manhattan Caregiver Intervention Project: A randomised trial testing the

effectiveness of a dementia caregiver intervention in Hispanics in New York City. *BMJ open*, 2(5), 1-10. (NOTE: The study was based on the New York University Caregiver Intervention).

Scharlach, A. (2008). Historical overview. *Journal of Social Work Education Special Supplement on Professional Partners Supporting Family Caregivers*, 44, 17-26.

Sharlach, A.E., Kellam, R., Ong, N., Baskin, A., Goldstein, C., & Fox, P.J. (2006). Cultural attitudes and caregiver service use: Lessons from focus groups with racially and ethnically diverse family caregivers. *Journal of Gerontological Social Work*, 47, 133-156

Web-Based Resources

New York University Caregiver Intervention

<file:///C:/Users/Aranda/Downloads/ReportNew.pdf>

REACH II

NIA/NINR (2002). REACH II: Description of Intervention – overview.

<http://www.edc.gsph.pitt.edu/Reach2/public/documents/im1Section03.pdf>

NIA/NINR (2002). REACH II: Manual of Operations for Intervention-Volume I. Table of Contents.

<http://www.edc.gsph.pitt.edu/Reach2/public/documents/im1toc01.pdf>

Below are other examples of caregiver interventions:

Powerful Tools for Caregivers

<http://www.powerfultoolsforcaregivers.org/>

Savvy Caregiver

<http://www.hcinteractive.com/SavvyCaregiver>

Web-Based Resources

Family Caregiver Alliance (2006). Caregivers count too! Toolkit. National Center on Caregiving.

<https://www.caregiver.org/caregivers-count-too-toolkit>

Facing Alzheimer's: An African-American Perspective

<https://www.youtube.com/watch?v=wY-FUgOuC5c>

LGBT Older Adults and Caregiving: Unique Needs

<http://vimeo.com/21668919>

Diversity in Caregiving: LGBT Caregivers

<https://www.youtube.com/watch?v=zArxah854Ng>

LGBT Caregivers: The Forgotten Faces

<https://www.youtube.com/watch?v=7NGxXQhoYGI>

Evelyn – A Love Story Dealing with Alzheimer's

<https://www.youtube.com/watch?v=Od27xiPw3dA>

Extended Interview with Alzheimer's Caregiver, Ric Gomez

<https://www.youtube.com/watch?v=iTeXqE6sIXY>

A Chinese American Life, Legacy, and Caregiving (NOTE: This video is longer than the ones listed above.)

https://www.youtube.com/watch?v=_Ng0pegy8cQ

Unit 8: Caregiver Burden and Elder Abuse**June 23****Topics**

- History
- Definitions and perspective (human rights perspective)
- Physical abuse
- Financial abuse
- Sexual abuse
- Neglect
- Different settings – implications
- Societal response

This Unit relates to course objectives 1-4.

Required Reading

Nerenberg, L. (2000). Developing a service response to elder abuse. *Generations*, 24, 86-92.

Mark S Lachs, Karl Pillemer (2004). Elder abuse. *The Lancet*, 364, Issue 9441, 2–8 , 1263–1272.
<http://www.sciencedirect.com.libproxy.usc.edu/science/article/pii/S0140673604171444>

Biggs, S.G., Manthorpe, J., Tinker, A. *Brocklehurst's Textbook of Geriatric Medicine and Gerontology (Seventh Edition)* 2010, Pages 959–964 CHAPTER 113 – The Mistreatment and Neglect of Older People.
<http://www.sciencedirect.com.libproxy.usc.edu/science/article/pii/B9781416062318101138>

Wolf, R. S. and Pillemer K. (1994). What's New In Elder Abuse Programming? Four Bright Ideas. *The Gerontologist*, 34 (1): 126-129. doi: 10.1093/geront/34.1.126
<http://gerontologist.oxfordjournals.org.libproxy.usc.edu/content/34/1/126.full.pdf+html>

Unit 9: Choices: Nursing home and Assisted Living**June 30****Topics**

- Definitions
- Current service landscape
- The social work role in helping consumers make decisions
- The social work role in facilities

This Unit relates to course objectives 1-4.

Required Readings

NASW, Massachusetts, Nursing Home Model Job Description <http://www.naswma.org/?90>

NASW. (2003) NASW Standards for social work services in long-term care facilities
<https://www.socialworkers.org/practice/standards/NASWLongTermStandards.pdf>

Span, P. (2011). Assisted living or a nursing home? NY Times June 10, 2011
http://newoldage.blogs.nytimes.com/2011/06/10/assisted-living-or-a-nursing-home/?_r=0

Unit 10: Midterm**July 7****Topics**

- Discussion of student topics –workshop on project development for final paper and presentation
- Review of material to date

Unit 11: Mental Health and Substance Abuse**July 14****Topics**

- The state of geriatric mental health and substance abuse disorders
- Depression and suicide in older adults
- Effective psychosocial therapies
- Screening and brief interventions for substance use/misuse

Topics:

This Unit relates to course objectives 1-4.

Required Readings

- Ciechanowski, P., Wagner, E., Schmaling, K. B., Schwartz, S., Williams, B., Diehr, P., LoGerfo, J. (2004). Community-integrated home-based depression treatment in older adults: A randomized controlled trial. *Journal of the American Medical Association*, 291, 1569-1577.
- Cook, J. A., M. E. Copeland, J. A. Jonikas, M. M. Hamilton, L. A. Razzano, D. D. Grey, C. B. Floyd, W. B. Hudson, R. T. Macfarlane, T. M. Carter, & Boyd, S. (2012). Results of a randomized controlled trial of mental illness self-management using wellness recovery action planning. *Schizophrenia Bulletin*, 38, 881-891.
- Eden, Maslow, Le, & Blazer, D. (Eds.). (2012). Assessing the service needs of older adults with mental health and substance use conditions. *The mental health and substance use workforce for older adults: In whose hands?* (pp. 39-157). Washington, DC: The National Academies Press.
Note: Review content in Chapter 4 on specific care models.
http://www.nap.edu/catalog.php?record_id=13400
- McInnis-Dittrich, K. (2005). Differential assessment and diagnosis of cognitive and emotional problems of older adults. In, *Social work with elders. A biopsychosocial approach to assessment and intervention* (2nd Edition) (pp. 122-139; section on Diagnosing depression through Table 5.1 on p. 139). Boston, MA: Allyn and Bacon.
- Rosen, D., Morse, J.Q., & Reynolds, C.F. (2011). Adapting problem-solving therapy for depressed older adults in methadone maintenance treatment. *Journal of Substance Abuse Treatment*, 40, 132-141.
- Schonfeld, L., King-Kallimanis, B.,L., MS, Duchene, D.M., Etheridge, R.L., Herrera, J.R. Barry, K.L., & Lynn, N. (2010). Screening and brief intervention for substance misuse among older adults: The Florida BRITE Project. *American Journal of Public Health*, 100, 108-114.
DOI:10.2105/AJPH.2008.149534

Web-Based Resources

NOTE: Briefly review these EBP websites for information on training, materials, resources, etc.

Florida BRITE Project

<http://brite.fmhi.usf.edu/BRITE.htm>

<http://brite.fmhi.usf.edu/Files/BRITEWorkbook-English.pdf>

<http://brite.fmhi.usf.edu/Files/BRITEWorkbook-Spanish.pdf>

Substance Abuse and Mental Health Services Administration – Definition of Recovery, Guiding Principles, and Systems of Care

http://beta.samhsa.gov/sites/default/files/partnersforrecovery/docs/ROSCs_principles_elements_handout.pdf

Wellness Recovery Action Plan® (WRAP®)

<http://www.youtube.com/watch?v=ctkImOV3pE>

Healthy IDEAS

<http://www.careforelders.org/default.aspx?menugroup=healthyideas&AspxAutoDetectCookieSupport=1>

PEARLS

<http://www.pearlsprogram.org/>

National Institute of Mental Health

<http://nihseniorhealth.gov/depression/toc.html>

Montreal Cognitive Assessment

<http://www.mocatest.org/default.asp>

NOTE: Click on “Test” and “Instructions” tabs for the original English version of the MOCA. Pay close attention to the step-by-step instructions on how to administer the MOCA.

Unit 12: End of life issues, services and perspectives**July 21****Topics**

- Hospice – history and concept
- Role of social work in hospice
- Palliative Care

This Unit relates to course objectives 1-4.

Required Readings

Graham, J. (2013). End-of-Life Care After the Caregiving Ends. *NY Times*, March 7, 2013

<http://newoldage.blogs.nytimes.com/2013/03/07/after-the-caregiving-ends/>

NASW, (2010). Hospice Social Work: Linking Policy, Practice, and Research.

<http://www.socialworkpolicy.org/wp-content/uploads/2010/09/SWPIHospice-Report-FINAL.pdf>

NASW (2015). Standards for Social Work Practice in Palliative and End of Life Care

<https://www.socialworkers.org/practice/bereavement/standards/default.asp>

National Cancer Institute, (2010). Palliative Care in Cancer

<http://www.cancer.gov/cancertopics/advanced-cancer/care-choices/palliative-care-fact-sheet>

Web-Based Resources**National Hospice and Palliative Care Organization**

. <http://www.nhpco.org/>

Unit 13: Aging in the future and the role of social work**July 28****Topics**

- Health advances
- Cognitive performance
- Housing and living space options
- Social work opportunities

This Unit relates to course objectives 1-4.

Required Readings

Weiner, J.M. and Tily, J. (2002). Population ageing in the United States of America: implications for public programmes. *International Journal of Epidemiology*, 31, 776-781. doi: 10.1093/ije/31.4.776 <http://ije.oxfordjournals.org/content/31/4/776.full>

National Institute on Aging (2007). Living Long and Well in the 21st Century. Strategic Directions for Research on Aging.

http://www.nia.nih.gov/sites/default/files/strategic_plan108.pdf

NASW Briefing. *Social work and aging*.

<https://www.socialworkers.org/advocacy/briefing/AgingBriefingPaper.pdf>

Web-Based Resources

NOTE: Briefly review these EBP websites for information on training, materials, resources, definitions, etc.

Milken Institute <http://www.milkeninstitute.org/centers/the-center-for-the-future-of-aging>

Age in Place <http://ageinplace.com/technology/imagine-future-aging-technology-video/>

Unit 14: Student Presentations**Aug 4****Topics**

- Student Presentations

This Unit relates to course objectives 1-4.

Unit 15: Student Presentations**Aug 11****Topics**

- Student presentations
- Course review and wrap-up

This Unit relates to course objectives 1-4.

Final assignment**Aug 18**

Assignment #3: FINAL PAPER due on 8/18/15 by 5 pm (PST);

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. 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 email (aranda@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

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.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the 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.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

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

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIV. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at pmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting adequate nutrition, physical activity, and rest.
- ✓ Come to class with a zeal to learn and share.
- ✓ Contribute to a learning experience of acceptance and understanding.
- ✓ Become familiar with the course readings and any supplemental materials before coming to class.
- ✓ Prepare early for your readings and assignments.
- ✓ Contribute to the class discussions—be an active listener and contributor.
- ✓ Be inquisitive: Ask questions, and answer questions.
- ✓ Reach out for professional help when needed.
- ✓ Enjoy the precious time you have as a social work student.
- ✓ Remember why we are here: clients/consumers are a priority.