I. COURSE PREREQUISITES
None.

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

III. DISORDERS ASSOCIATED WITH AGING. 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 diverse 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, and apply relevant and practical empirically-supported assessments and interventions to health and mental conditions or situations facing diverse older adults and their caregivers.

IV. COURSE OBJECTIVES

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

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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 with diverse older adults.</td>
</tr>
<tr>
<td>3</td>
<td>Increase students’ ability to identify and critically apply empirically-supported assessments and interventions to health and mental health conditions or situations affecting diverse older persons and their caregivers.</td>
</tr>
<tr>
<td>4</td>
<td>Develop students’ facility for oral and written expression and analytic thinking necessary for professional social work practice.</td>
</tr>
</tbody>
</table>

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 University’s Blackboard Academic Suite™ System (https://blackboard.usc.edu/) and ARES course reserves will support access to course-related materials and communication.
VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards. Items highlighted in yellow and in bold font indicate the specific competencies addressed in this course.

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>2. Engage in Diversity and Difference in Practice *</td>
</tr>
<tr>
<td>3. Advance Human Rights and Social, Economic, and Environmental Justice</td>
</tr>
<tr>
<td>4. Engage in Practice-informed Research and Research-informed Practice</td>
</tr>
<tr>
<td>5. Engage in Policy Practice</td>
</tr>
<tr>
<td>6. Engage with Individuals, Families, Groups, Organizations, and Communities *</td>
</tr>
<tr>
<td>7. Assess Individuals, Families, Groups, Organizations, and Communities *</td>
</tr>
<tr>
<td>8. Intervene with Individuals, Families, Groups, Organizations, and Communities *</td>
</tr>
<tr>
<td>9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</td>
</tr>
</tbody>
</table>

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 2: Engage Diversity and Difference in Practice</strong></td>
<td>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.</td>
<td>2a. Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and biopsychosocial development.</td>
<td>Values, Judgment, Critical thinking and writing</td>
<td>All course tasks/assignments</td>
</tr>
</tbody>
</table>

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Develop students’ facility for oral and written expression and analytic thinking necessary for professional social work practice.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</td>
<td>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</td>
<td>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 with diverse older adults.</td>
<td>4a. Apply critical thinking in analysis of quantitative and qualitative research methods and research findings and apply to practice</td>
<td>Judgment Critical thinking and writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop students’ facility for oral and written expression and analytic thinking necessary for professional social work practice.</td>
<td>4c. Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td></td>
</tr>
<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families and groups in health, behavioral health and integrated care settings. Social workers working with adults and older adults identify issues related to losses, changes, and transitions over their life cycle in designing intervention. Social workers understand methods of identifying, analyzing, modifying and implementing evidence-informed interventions to achieve client goals, taking into account influences such as cultural preferences, strengths and desires. Social workers in working with adults and older adults value and readily negotiate, mediate, and advocate for clients. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</td>
<td>Increase students’ ability to identify and critically apply empirically-supported assessments and interventions to health and mental health conditions or situations affecting diverse older persons and their caregivers.</td>
<td>8a. Critically choose interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>Judgment Critical thinking and writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop students’ facility for oral and written expression and analytic thinking necessary for professional social work practice.</td>
<td></td>
<td>All course tasks/assignments</td>
</tr>
</tbody>
</table>
VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
<thead>
<tr>
<th>Tasks/Assignments</th>
<th>Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Well-built question</td>
<td>Week 6: 2/20</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 2: Midterm Paper</td>
<td>Week 10: 3/26</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3: Presentation and Final Paper</td>
<td>Week 14 &amp; 15: 4/16 &amp; 4/30</td>
<td>50%</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

Detailed hand-outs describing the assignments and expectations will be posted with ample time to complete the assignments. Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances, the decision of which will be at the discretion of the instructor. Assignments that are submitted late without permission will receive a lower grade as stipulated in the assignment hand-outs. A final grade of “Incomplete” can only be given under extreme circumstances. Assignments must adhere to the citation and referencing standards put forth in the 2010 Publication Manual of the American Psychological Association (6th ed.).

Each of the major assignments is described below.

**Assignment 1: “Well-built question” assignment.**
Written take-home assignment/paper: The student will have the opportunity to formulate a question of relevance to their field work experience (or related topic) and conduct a literature search. The “well-built” question will be a precursor to the student’s midterm assignment. Students will have the opportunity to present their well-built question in class for discussion.

**Due: Unit 6 February 20, 2020**

*This assignment relates to student learning outcome 1-3.*

**Assignment 2: Individual Take-Home Paper**

Written take-home assignment – paper. 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.

**Due: Unit 10 March 26, 2020**

*This assignment relates to student learning outcome 1-4.*

**Assignment 3: Final Group Presentation and Paper**
Written take-home assignment – paper, and brief in-class presentation: The last assignment is a group assignment based on an oral, in-class presentation plus a group paper. The oral portion of the final assignment is scheduled for the two last classes unit while the paper is due on the date listed below.

**Due: Presentation – Unit 14 and 15; Paper – due week 15**

*April 16 & 30 April 30*

*This assignment relates to student learning outcome 1-4.*

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

**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.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85 – 4.00</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60 – 2.89</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.59</td>
<td>C+</td>
</tr>
<tr>
<td>1.90 – 2.24</td>
<td>C</td>
</tr>
<tr>
<td>1.60 – 1.89</td>
<td>C-</td>
</tr>
</tbody>
</table>
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 webbased resources are required readings.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course at the instructor’s discretion.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The demographics of an aging and global society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of the learning contract/syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Evidenced-based practice with older adults</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rationale, process, and challenges</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Evidence-based fall prevention strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Searching for the best available evidence – Fall Prevention Strategies</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Evidenced-based interventions to improve health care transitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Model transitional care programs and resources</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Biopsychosocial health needs of older adults with chronic conditions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chronic disease self-management</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Memory loss, brain health, and medical evaluation</td>
<td>Assignment #1 due</td>
</tr>
<tr>
<td></td>
<td>Assessment and diagnosis of cognitive impairment including DSM-V neurocognitive disorders</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Biopsychosocial assessment of cognitive functioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive screening tools</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Caregiver interventions – reviewing the current evidence</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Family and caregiver diversity</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Homelessness Older Adults</td>
<td>Assignment #2 due</td>
</tr>
<tr>
<td></td>
<td>Assignment #2 due</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The state of geriatric mental health and substance abuse disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depression and suicide in older adults</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Screening and brief interventions for substance use/misuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wellness and recovery</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Student presentations</td>
<td>Assignment #3 presentations</td>
</tr>
<tr>
<td></td>
<td>Assignment #3 presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Problem Solving Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoarding Disorder</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Student presentations</td>
<td>Assignment #3 Presentations</td>
</tr>
<tr>
<td></td>
<td>Assignment #3 Presentations &amp; Paper</td>
<td></td>
</tr>
</tbody>
</table>
## Course Schedule—Detailed Description

### Week 1: Introduction and Course Overview  01/16/20

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

This Unit relates to course objectives 1-4.

**Required Readings**


NOTE: Briefly review this publication that provides background material for several units in this course.

Note: Review content in Chapter 4 on specific care models.  


NOTE: Briefly review content under these headings: Highlights, Population, Economics, and Health Status.

### Week 2: Evidence-Based Practice with Older Adults-Part I: Rationale, Process, Challenges  01/23/20

**Topics**
- Evidenced-based practice with older adults
- Rationale, process, and challenges

This Unit relates to course objectives 1-4.

**Required Readings**


Web-Based Resources
National Council on Aging.

Week 3: Evidence-Based Practice with Older Adults-Part II:
Searching for the Best Available Evidence

Topics
- Evidence-based fall prevention strategies
- Searching for the best available evidence – Fall Prevention Strategies

This Unit relates to course objectives 1-4.

Required Readings

NOTE: Focus on pages 1-23.


Web-Based Resources
Fall Prevention Center of Excellence.
http://stopfalls.org/

NOTE: Peruse the content on the miscellaneous links provided on the web page listed above.

http://www.homemeds.org/

http://www.taichiforhealthinstitute.org/tai_chu_for_fall_prevention/

http://libguides.usc.edu/socialwork

NOTE: This guide has been created to help MSW students locate and access information for their assignments.

Week 4: Transitional Care from Hospital to Home

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


Web-Based Resources
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

Enhanced Discharge Planning Program
AHRO Health Care Innovations Exchange.

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.

Week 5: Chronic Disease Self-Management 02/13/20

Topics
- Biopsychosocial health needs of older adults with chronic conditions
- Chronic disease self-management

This Unit relates to course objectives 1-4.

Required Readings
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).


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.


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

**Week 6: Assessment of Cognitive Functioning – Part I 02/20/20**

**Topics**

- Memory loss, brain health, and medical evaluation
- Assessment and diagnosis of cognitive impairment including DSM-V neurocognitive disorders

This Unit relates to course objectives 1-4.

**Assignment #1 due**

**Required Readings**


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

**Web-Based Resources**


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


625. DOI: 10.1176/api.books.9780890425596.222827

**Week 7: Assessment of Cognitive Functioning – Part II 02/27/20**

**Topics**

- Biospsychosocial assessment of cognitive functioning
- Cognitive screening tools

This Unit relates to course objectives 1-4.

**Required Readings**

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.

Week 8: Caregiver Support Programs – Part I 03/05/20

Topics
- Caregiver interventions – reviewing the current evidence

This Unit relates to course objectives 1-4.

Required Readings

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


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


Web-Based Resources
New York University Caregiver Intervention
http://www.rosalynnccarter.org/UserFiles/Mittelman(1).pdf

REACH II

Below are other examples of caregiver interventions:

Powerful Tools for Caregivers
http://www.powerfultoolsforcaregivers.org/

Savvy Caregiver
http://www.hcinteractive.com/SavvyCaregiver
Week 9: Caregiver Intervention Programs – Part II

Topics
- Family and caregiver diversity
This Unit relates to course objectives 1-4.

Required Readings


Web-Based Resources

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=7NGxQhoYGI

Evelyn – A Love Story Dealing with Alzheimer’s https://www.youtube.com/watch?v=Oq27xiPw3dA

Extended Interview with Alzheimer’s Caregiver, Ric Gomez https://www.youtube.com/watch?v=ijTeXqE6siXY

A Chinese American Life, Legacy, and Caregiving (NOTE: This video is longer than the ones listed above.) https://www.youtube.com/watch?v=_Ng0pegvy8cQ

Week 10: Midterm Assignment Due – Homelessness and Older Adults

Topics
- Homelessness and Older Adults
This Unit relates to course objectives 1-4.

**Assignment #2 due**

Required Readings
None

Web-Based Resources
None
Week 11: Mental Health and Depression Care – Part I

Topics
- The state of geriatric mental health and substance abuse disorders
- Depression and suicide in older adults
- Effective psychosocial therapies

This Unit relates to course objectives 1-4.

Required Readings


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

**Healthy IDEAS**

**PEARLS**

**National Institute of Mental Health**
[http://nihseniorhealth.gov/depression/toc.html](http://nihseniorhealth.gov/depression/toc.html)

**Depression Management Tool Kit. The MacArthur Initiative on Depression and Primary Care**

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Week 12: Substance Use and Recovery Programs

Topics
- Screening and brief interventions for substance use/misuse
- Wellness and recovery

This Unit relates to course objectives 1-4.

Required Readings


Web-Based Resources

NOTE: Briefly review these EBP websites for information on training, materials, resources, definitions, 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=ctkIlmOV3pE

Week 13: Student Presentations 04/16/20

**Assignment #3 Presentation due.

Week 14: Hoarding and PST 04/23/20

Topics
- Problem Solving Therapy
- Hoarding Disorder

This Unit relates to course objectives 1-4.

Required Readings


Web-Based Resources

IMPACT

http://impact-uw.org/

NOTE: Focus on the information provided under “Tools”. Also, access the Problem Solving Treatment for Primary Care (PST-PC) manual. There is no charge for use of the publically-available material upon
registration on this site.

**Week 15:**

**Assignment #3 Presentation due.**

**Assignment #3 Paper due: Week 15, 04/25/19**
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 (akatz@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. ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu
**USC Support and Advocacy (USCSA) – (213) 821-4710**
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

**Diversity at USC**
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

**USC Emergency Information**
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

**USC Department of Public Safety**
– UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

**XII. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

**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 (OPTIONAL)**

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

**Preamble**

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

**XVIII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the lead of the SOWK 616 (Dr. Maria Aranda). If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

**XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)**

- Be mindful of getting proper nutrition, exercise, rest and sleep!
- Come to class.
- Complete required readings and assignments BEFORE coming to class.
- BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- Come to class prepared to ask any questions you might have.
- Participate in class discussions.
✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.