

## **Social Work 616**

### **Clinical Practice with Older Adults**

**3 Units**

*Spring 2020*

<b>Instructor:</b>	Anne Katz, Ph.D., LCSW	<b>Course Day:</b>	Tuesday
<b>E-Mail:</b>	<a href="mailto:akatz@usc.edu">akatz@usc.edu</a>	<b>Location:</b>	VAC
<b>Telephone:</b>	213-740-6764		
<b>Office:</b>	SWC - 221		
<b>Office Hours:</b>	11 AM on Thursdays		

#### **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 21<sup>st</sup> 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:

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 with diverse older adults.
3	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.
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 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.

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

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.

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 2: Engage Diversity and Difference in Practice</b> 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.</p>	<p>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.</p> <p>Develop students' facility for oral and written expression and analytic thinking necessary for professional social work practice.</p>	<p><b>2a.</b> Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and biopsychosocial development.</p>	<p>Values Judgment Critical thinking and writing</p>	<p>All course tasks/assignments</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b> 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 multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>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.</p> <p>Develop students' facility for oral and written expression and analytic thinking necessary for professional social work practice.</p>	<p><b>4a.</b> Apply critical thinking in analysis of quantitative and qualitative research methods and research findings and apply to practice</p> <p><b>4c.</b> Use and translate research evidence to inform and improve practice, policy, and service delivery</p>	<p>Judgment</p> <p>Critical thinking and writing</p>	<p>All course tasks/assignments</p>
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b> 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.</p>	<p>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.</p> <p>Develop students' facility for oral and written expression and analytic thinking necessary for professional social work practice.</p>	<p><b>8a.</b> Critically choose interventions to achieve practice goals and enhance capacities of clients and constituencies</p>	<p>Critical thinking and writing</p> <p>Judgment</p>	<p>All course tasks/assignments</p>

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Tasks/Assignments	Date	% of Final Grade
<b>Assignment 1: Well-built question Presentation</b>	Week 6: 2/18	10%
<b>Assignment 2: Midterm Paper</b>	Week 11: 3/31	30%
<b>Assignment 3: Presentation and Final Paper</b>	Week 14 & 15: 4/21 & 4/28	50%
<b>Class Participation</b>		10%

Each of the major assignments is described below and as well as posted on wall.

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 (6<sup>th</sup> 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 18, 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 11 March 31, 2020**

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

### **Assignment 3: Final Group Presentation and Paper**



## 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.



Unit	Topics	Assignments
1 01/14/20	The demographics of an aging and global society Introduction to the course Overview of the learning contract/syllabus	
2 01/21/20	Evidenced-based practice with older adults Rationale, process, and challenges	
3 01/28/20	Evidence-based fall prevention strategies Searching for the best available evidence – Fall Prevention Strategies	
4 02/4/20	Evidenced-based interventions to improve health care transitions Model transitional care programs and resources	
5 02/11/20	Biopsychosocial health needs of older adults with chronic conditions Chronic disease self-management	
6 02/18/20	Memory loss, brain health, and medical evaluation Assessment and diagnosis of cognitive impairment including DSM-V neurocognitive disorders	Assignment #1 due
7 02/25/20	Biopsychosocial assessment of cognitive functioning Cognitive screening tools	
8 03/03/20	Caregiver interventions – reviewing the current evidence	
9 03/10/20	Family and caregiver diversity	
03/17/20	<b>SPRING BREAK – NO CLASS</b>	
10 03/24/20	Homeless Older Adults	
11 03/31/20	The state of geriatric mental health and substance abuse disorders Depression and suicide in older adults	Assignment #2 due
12 04/07/20	Problem Solving Therapy PST role play	
13 04/14/20	Screening and brief interventions for substance use/misuse Wellness and recovery	
14 04/21/20	Student presentations	Assignment #3 due: <b>Presentation</b>
15 04/28/20	Student presentations	<b>Presentation &amp; Paper due</b>

## Course Schedule—Detailed Description

### Week 1: Introduction and Course Overview

01/14/20

#### 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

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>

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

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](http://www.nap.edu/catalog.php?record_id=13400)

Federal Interagency Forum on Aging Related Statistics. (2016). *Older Americans 2016: Key Indicators of Well-Being*.

<https://agingstats.gov/docs/LatestReport/Older-Americans-2016-Key-Indicators-of-WellBeing.pdf>

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

01/21/20

#### Topics

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

This Unit relates to course objectives 1-4.

#### Required Readings

Gibbs, L. E. (2003). Pose a specific question of importance to your client's welfare. *Evidenced-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 A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based social work practice* (pp. 35-46). New York: Oxford University Press.

### Web-Based Resources

National Council on Aging.

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://ncoa\\_archive.ncoa.org/improve-health/center-for-healthy-aging/content-library/EBH-Promotion101.pdf](http://ncoa_archive.ncoa.org/improve-health/center-for-healthy-aging/content-library/EBH-Promotion101.pdf)

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

01/28/20

### 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

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.

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.homemeds.org/>

### 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.

HomeMeds. Medication management system. A Partners in Care Aging Well Innovation.

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

Lam, P. (2012). Tai Chi for Fall Reduction. Tai Chi Chuan Health Institute.

[http://www.taichiforhealthinstitute.org/tai\\_chi\\_for\\_fall\\_prevention/](http://www.taichiforhealthinstitute.org/tai_chi_for_fall_prevention/)

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

<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

02/04/20

### 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

**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/CTI_Summary.pdf)

<http://www.caretransitions.org/documents/manual.pdf>

### Enhanced Discharge Planning Program

AHRQ Health Care Innovations Exchange.

<https://innovations.ahrq.gov/profiles/hospital-based-social-workers-follow-recently-discharged-older-adults-resolve-transition>

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](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

02/11/20

### Topics

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

This Unit relates to course objectives 1-4.

### Required Readings

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](http://patienteducation.stanford.edu/research/Nat_CDSMP_Quest.pdf)

## Week 6: Assessment of Cognitive Functioning – Part I

02/18/20

### 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

Alzheimer's Association. Alzheimer's Disease: Facts and Figures  
[http://www.alz.org/downloads/facts\\_figures\\_2014.pdf](http://www.alz.org/downloads/facts_figures_2014.pdf)

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

#### Web-Based Resources

Inside the Brain: An Interactive Tour (multi-lingual)  
[http://www.alz.org/alzheimers\\_disease\\_4719.asp](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. Access through USC libraries (online portal):  
<https://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>

[625](https://doi.org/10.1176/api.books.9780890425596.222827) . DOI: 10.1176/api.books.9780890425596.222827

## Week 7: Assessment of Cognitive Functioning – Part II

02/25/20

### Topics

- Biopsychosocial assessment of cognitive functioning
- Cognitive screening tools

This Unit relates to course objectives 1-4.

#### Required Readings

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* (2<sup>nd</sup> Edition) (pp. 122-139; section on Diagnosing depression through Table 5.1 on p. 139). Boston, MA: Allyn and Bacon.

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** **03/03/20**

**Topics**

- Caregiver interventions – reviewing the current evidence

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,

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).

**Web-Based Resources**

**New York University Caregiver Intervention**

[http://www.rosalyncarter.org/UserFiles/Mittelman\(1\).pdf](http://www.rosalyncarter.org/UserFiles/Mittelman(1).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>

**Week 9: Caregiver Intervention Programs – Part II**

03/10/20

**Topics**

- Family and caregiver diversity

This Unit relates to course objectives 1-4.

**Required Readings**

Fredriksen-Goldsen, K.I., Kim, H-J, Muraco, A., & Mincer, S. (2009). Chronically-ill midlife and older lesbians, gay men, and bisexuals and their informal caregivers: The impact of the social context.

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**

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

**Week 10: Homeless Older Adults**

03/24/20

**Topics**

- Homelessness and Older Adults

This Unit relates to course objectives 1-4.

**Required Readings**

None, material will be posted on wall.

**Web-Based Resources**

None

**Week 11: Mental Health and Depression Care – Part I**

03/31/20

**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**

Ciechanowski, P., Wagner, E., Schmalting, 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.

Eden, Maslow, Le, & Blazer, D. (Eds.). (2012). Workforce implications of models of care for older adults with mental health and substance use conditions. *The mental health and substance use workforce for older adults: In whose hands?* (pp. 241-282). Washington, DC: The National Academies Press. [http://www.nap.edu/catalog.php?record\\_id=13400](http://www.nap.edu/catalog.php?record_id=13400)

**Web-Based Resources**

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

**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>

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

<http://otgateway.com/articles/13macarthurtoolkit.pdf>

**Week 12: Mental Health and Depression Care – Part II**

04/07/20

**Topics**

- Problem Solving Therapy
- PST role play

This Unit relates to course objectives 1-4.

**Required Readings**

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.

**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 13: Substance Use and Recovery Programs**

**04/14/20**

**Topics**

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

This Unit relates to course objectives 1-4.

**Required Readings**

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.

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, 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](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=ctkllmOV3pE>

**Week 14: Student Presentations**

**04/21/20**

**Topics**

- Student presentations
- Course review and wrap-up

This Unit relates to course objectives 1-4.

**\*\*Assignment #3 Presentation due.**

**Week 15: Student Presentations**

**04/28/20**

**\*\*Assignment #3 Presentation due.**

**\*\*Assignment #3 Paper due: Week 15, 04/25/19**

## 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 ([akatz@usc.edu](mailto: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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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*  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **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.*

---