

USC Suzanne Dworak-Peck

School of Social Work

Social Work 616

Section #60569

Clinical Practice with Older Adults

3 Units

Fall 2022

Instructor	Dr. Brittany Dennis, EdD, LCSW
Email	Bsdennis@usc.edu
Office Hours	Thursdays 10:50a-11:30 am; by appointment
Course Day(s)	Thursdays
Course Time(s)	8:00am – 10:50 am
Course Location(s)	TBD

Course Pre-requisites, Co-requisites, and Concurrent Enrollment

None

Catalogue Description

Developmental tasks of adulthood and later life, as well as assessment and intervention for problems and 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 care facilities. 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 practice models. Drawing from an interdisciplinary research and practice base, students will have the opportunity to critically evaluate health and mental health conditions and applications to 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 family caregivers.

Course Objectives

Objective #	Objectives
1	Demonstrate knowledge of the prevalence, risk and protective factors of select health and mental health conditions or situations affecting the biopsychosocial development of diverse older populations in the US.
2	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.

Objective #	Objectives
3	Critically apply empirically-supported assessments and interventions to health and mental health conditions or situations affecting diverse older persons and their caregivers.

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/>) or the School’s Virtual Academic Center platform, and ARES course reserves will support access to course-related materials and communication.

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, which are the basis of the student learning outcomes in the MSW program:

Social Work Core Competencies	
1	Demonstrate ethical and professional behavior
2	Engage in diversity and difference in practice*
3	Advance human rights and social, economic, and environmental justice
4	Engage in practice-informed research and research-informed practice*
5	Engage in policy practice
6	Engage with individuals, families, groups, organizations, and communities
7	Assess individuals, families, groups, organizations, and communities
8	Intervene with individuals, families, groups, organizations, and communities*
9	Evaluate practice with individuals, families, groups, organizations, and communities

* *Highlighted in this course*

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Well-built Question Presentation	Week 5	10%
Assignment 2: Midterm Paper	Week 11	30%
Assignment 3: Presentation and Final Paper	Week 14 &15	50%

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: Week 5

This assignment relates to course objective 1-3 and social work competencies 2, 4, 8.

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: Week 11

This assignment relates to course objective 1-3 and social work competencies 2, 4, 8.

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 – Weeks 14 and 15; Paper – due week 15

This assignment relates to course objective 1-3 and social work competencies 2, 4, 8.

Class Participation (10% of Course Grade)

See section on Attendance and Participation.

Class grades will be based on the following:

Grade Points		Letter Grades	
3.85 – 4.00	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-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

Attendance and Participation

Students' active and substantive involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:

“A” grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

“B” grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“C+” or “C”: Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

“C-” or “D”: Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

“F”: Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Required Instructional Materials and Resources

Required Textbooks

None.

Course Reader

None.

Notes:

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources.

Course Overview

Unit/Week #	Date	Topics	Assignments
1		<ul style="list-style-type: none"> • The demographics of an aging and global society • Introduction to the course • Overview of the learning contract/syllabus 	
2		<ul style="list-style-type: none"> • Evidenced-based practice with older adults • Rationale, process, and challenges 	
3		<ul style="list-style-type: none"> • Evidence-based fall prevention strategies • Searching for the best available evidence – Fall Prevention Strategies 	
4		<ul style="list-style-type: none"> • Evidenced-based interventions to improve health care transitions • Model transitional care programs and resources 	
5		<ul style="list-style-type: none"> • Biopsychosocial health needs of older adults with chronic conditions • Chronic disease self-management 	Assignment #1 due
6		<ul style="list-style-type: none"> • Memory loss, brain health, and medical evaluation • Assessment and diagnosis of cognitive impairment including DSM-V neurocognitive disorders 	
7		<ul style="list-style-type: none"> • Biopsychosocial assessment of cognitive functioning • Cognitive screening tools 	
8		<ul style="list-style-type: none"> • Caregiver interventions – reviewing the current evidence 	

9		<ul style="list-style-type: none"> Family and caregiver diversity 	
10		<ul style="list-style-type: none"> Homelessness among older adults 	
11		<ul style="list-style-type: none"> The state of geriatric mental health and substance abuse disorders Depression and suicide in older adults 	Assignment #2 due
12		<ul style="list-style-type: none"> Problem Solving Therapy PST role play 	
13		<ul style="list-style-type: none"> Screening and brief interventions for substance use/misuse Wellness and recovery 	
14		<ul style="list-style-type: none"> Student presentations 	Assignment #3 due: Presentation
15		<ul style="list-style-type: none"> Student presentations 	Assignment #3 due: Paper

Course Schedule—Detailed Description

Unit 1 – Week 1

Introduction and Course Overview

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 1-3.

Required Readings

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

Federal Interagency Forum on Aging Related Statistics. (2020). *Older Americans 2020: Key Indicators of Well-Being*.

<https://agingstats.gov/>

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

Web-Based Resources

American Academy of Actuaries (2018). Prescription Drug Spending in the U.S. Health Care System

<https://www.actuary.org/content/prescription-drug-spending-us-health-care-system>

Centers for Disease Control and Prevention (Feb 2021). Provisional Life Expectancy Estimates for January through June 2020

<https://www.cdc.gov/nchs/data/vsrr/VSRR10-508.pdf>

Koma et al. (2020). One in Four Older Adults Report Anxiety or Depression Amid the COVID-19 Pandemic. Kaiser Family Foundation.

<https://www.kff.org/medicare/issue-brief/one-in-four-older-adults-report-anxiety-or-depression-amid-the-covid-19-pandemic/>

RAND. (2021). Prescription Drug Prices in the United States Are 2.56 Times Those in Other Countries

<https://www.rand.org/news/press/2021/01/28.html>

Vahia, et al. (2020). Older Adults and the Mental Health Effects of COVID-19. JAMA

<https://jamanetwork.com/journals/jama/fullarticle/2773479>

Unit 2 – Week 2

Topics

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

This unit relates to course objective(s) 1-3.

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.

National Council on Aging, Leadership and management of EBPs:

<https://www.ncoa.org/article/leadership-and-management-of-evidence-based-programs>

National Council on Aging, Resource guide for remote delivery of EBPs:

<https://www.ncoa.org/article/resource-guide-remote-delivery-of-evidence-based-programs>

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

Unit 3 – Week 3

Topics

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

This unit relates to course objective(s) 1-3.

Required Readings

Sherrington C., Fairhall, N., Wallbank, G., et al. (2020). Exercise for preventing falls in older people living in the community: An abridged Cochrane systematic review. *British Journal of Sports Medicine*, 54: 885-891.

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/

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.

Unit 4 – Week 4

Topics

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

This unit relates to course objective(s) 1-3.

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/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

NOTE: There is no charge for use of this toolkit. Upon submission of brief information, the complete Implementation Guide (1st edition) can be downloaded.

Unit 5 – Week 5

Topics

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

This unit relates to course objective(s) 1-3.

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

Self-Management Resource Center

<https://www.selfmanagementresource.com/>

NOTE: Briefly peruse the information provided on website to become acquainted with the nature of the program, its history, the types of chronic disease self-management classes, and licensing/training requirements.

NOTE: Review the tab titled, Resources, for important information on materials, forms and evaluation tools. For example: Here are two versions of the Self-Efficacy measure:

<https://www.selfmanagementresource.com/resources/evaluation-tools/english-evaluation-tools>

Center for Disease Control

<https://www.cdc.gov/chronicdisease/resources/infographic/chronic-diseases.htm>

<https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html#:~:text=61%20million%20adults%20in%20the,is%20highest%20in%20the%20South.>

The Rand Corporation

<https://www.rand.org/blog/rand-review/2017/07/chronic-conditions-in-america-price-and-prevalence.html>

Unit 6 – Week 6

Topics

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

This unit relates to course objective(s) 1-3.

Required Readings

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

<https://www.alz.org/media/documents/alzheimers-facts-and-figures.pdf>

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

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.9780890425596625> . DOI: 10.1176/api.books.9780890425596.222827

McGovern, J. (2015). Living better with dementia: Strengths-based social work practice and dementia care. *Social Work in Health Care*, 54:5, 408-421. DOI: 10.1080/00981389.2015.1029661

Web-Based Resources

Inside the Brain: A Tour of How the Mind Works

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

NOTE: Take the Brain Tour Part 1 and 2 which explain how the brain works and Alzheimer's changes the brain.

Alzheimer's Association: Medical Tests for Diagnosing Alzheimer's

https://www.alz.org/alzheimers-dementia/diagnosis/medical_tests

Unit 7 – Week 7

Topics

- Biosychosocial assessment of cognitive functioning
- Cognitive screening tools

This unit relates to course objective(s) 1-3.

Required Readings

Bunn, F., Goodman, c., Sworn, K., Rait, G., Brayne, C., Robinson, L., McNeilly, E., & Iliffe, S. (2012). Psychosocial factors that shape patient and carer experiences of dementia diagnosis and treatment: A systematic review of qualitative studies. *PloS Medicine*, 9(10), e1001331. doi:10.1371/journal.pmed.1001331.

McInnis-Dittrich, K. (2005). Differential assessment and diagnosis of cognitive and emotional problem 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.

Kim, S., & Schneider, C.E. (2021) Protection of cognitive impairment in older adults through non-pharmacological interventions, *Journal of Human Behavior in the Social Environment*, DOI: 10.1080/10911359.2021.1938331

Web-Based Resources

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.

National Institute on Aging, Assessing Cognitive Impairment

<https://www.nia.nih.gov/health/assessing-cognitive-impairment-older-patients#barnes>

Unit 8 – Week 8

Topics

- Caregiver interventions – reviewing the current evidence

This unit relates to course objective(s) 1-3.

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.

Heintz, H., Monette, P., Epstein-Lubow, G., Smith, L., Rowlett, S., & Forester, B.P. (2020). Emerging collaborative care models for dementia care in the primary care setting: A narrative review. *American Journal of Geriatric Psychiatry*, 28(3): 320-330.

Larson, E.B., & Stroud, C. (Eds.), and the Committee on Care Interventions for Individuals with Dementia and Their Caregivers: Albert, M. Aranda, M.P., Callahan, C.M., et al. (2021) Meeting the Challenge of Caring for Persons Living with Dementia and Their Care Partners and Caregivers: A Way Forward. Washington, DC: The National Academies Press.
<https://doi.org/10.17226/26026>.

Web-Based Resources

Rosalyn Carter Institute for Caregivers, National Survey of Caregivers Stress in the U.S. Workforce

<https://www.rosalynncarter.org/wp-content/uploads/2021/09/210140-RCI-National-Surveys-Executive-Summary-Update-9.22.21.pdf>

National Alliance for Caregiving, Incentivizing Medical Providers to Include Caregivers as part of the Treatment Team

https://www.caregiving.org/wp-content/uploads/2021/11/NAC_CaringForCaregiver_Paper_111921.pdf

Family Caregiver Alliance, Best Practices, Dementia Caregiving Programs

<https://bpc.caregiver.org/#home>

Powerful Tools for Caregivers

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

Unit 9 – Week 9

Topics

- Family and caregiver diversity

This unit relates to course objective(s) 1-3.

Required Readings

- Brewster, G.S., Epps, F., Dye, C.E., Hepburn, K., Higgins, M.K., & Parker, M.L. (2020). The effect of the 'Great Village' on psychological outcomes, burden, and mastery on African-American caregivers of persons living with dementia. *Journal of Applied Gerontology, 39*(10): 1059-1068. doi:10.1177/0733464819874574
- 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.
- Luchsinger, J., Burgio, L., Mittelman, M., Dunner, I., Levine, J.A., Hoyos, C., Tipiani, D., Henriquez, Y., Kong, J., Silver, S., Ramirez, M., & Teresi, J.A. (2018). Comparative effectiveness of 2 interventions for Hispanic caregivers of persons with dementia. *Journal of the American Geriatrics Society, 66*(9): 1708-1715. doi: 10.1111/jgs.15450.
- 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

The Savvy Caregiver Program

<https://hcinteractive.com/wp-content/uploads/2021/03/SavvyCaregiverManualExcerpt.pdf>

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

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

Videos:

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>

Extended Interview with Alzheimer's Caregiver, Ric Gomez

<https://www.youtube.com/watch?v=iTeXqE6slXY>

Hawaiian Siblings Put College on Hold for Grandfather

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

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

Audio stories, see UCSF CARE website of audio stories based on diverse families from Asian Americans and Pacific Islander communities

<https://careregistry.ucsf.edu/stories>

Unit 10 – Week 10

Topics

- Homelessness among older adults

This unit relates to course objective(s) 1-3.

Required Readings

Henwood, B. F., Lahey, J., Rhoades, H., Pitts, D. B., Pynoos, J., & Brown, R. T. (2019). Geriatric conditions among formerly homeless older adults living in permanent supportive housing. *Journal of General Internal Medicine, 34*(6), 802–803.

Padgett, D. K., Bond, L., Gurdak, K., & Henwood, B. F. (2019). Eliciting life priorities of older adults living in permanent supportive housing. *Gerontologist, 60*(1), 60–68.
<https://doi.org/10.1093/geront/gnz040>

Paul Jr., D.W., Knight, K.R., Olsen, P., Weeks, J., Yen, I.H., & Kushel, M.B. (2020). Racial discrimination in the life course of older adults experiencing homelessness: Results from the HOPE HOME study. *Journal of Social Distress and Homelessness, 29*(2), 184-193, DOI: 10.1080/10530789.2019.1702248

Web-Based Resources

Browse through website, pay special attention to Toolkits and Training Materials section: <https://endhomelessness.org/>

Explore this website and what is available at in your community at your local Department of Aging, or Area Agency on Aging. For example:

<https://aging.lacity.org/older-adults/additional-services/housing-homelessness-resources>

Explore the National Association of AAAs section: "For Professionals" section, under "Housing" and Best Practices

<https://www.n4a.org/about>

National Health Care for the Homeless Council: Note sections on Older Adults, and on Best Practices
<https://nhchc.org/clinical-practice/homeless-services/special-populations/older-adults/>

American Society on Aging: Short Report

<https://generations.asaging.org/homelessness-older-adults-poverty-health>

Unit 11 – Week 11

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 objective(s) 1-3.

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.

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

SAMHSA (2021). Psychosocial interventions for older adults with serious mental illness. Evidence-based resource guide series. U.S. Department of Health and Human Services. https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP21-06-05-001.pdf

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>

Unit 12 – Week 12

Topics

- Problem Solving Therapy
- PST role play

This unit relates to course objective(s) 1-3.

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.

Unit 13 – Week 13

Topics

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

This unit relates to course objective(s) 1-3.

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 –Recovery-Oriented Systems of Care Resource Guide

https://www.samhsa.gov/sites/default/files/rosc_resource_guide_book.pdf

Wellness Recovery Action Plan® (WRAP®)

<http://www.youtube.com/watch?v=ctkIImOV3pE>

Unit 14 – Week 14

Topics

- Student presentations
- Course review and wrap-up

This unit relates to course objective(s) 1-3.

Unit 15 – Week 15

Topics

- Student presentations
- Course review and wrap-up

This unit relates to course objective(s) 1-3.

List of Appendices

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems

Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
<p>Competency 2: Engage Diversity and Difference in Practice 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,</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>2a. Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and biopsychosocial development.</p>	<p>Values</p> <p>Judgment</p> <p>Critical thinking and writing</p>	<p>All course tasks/assignments</p>

<p>marginalize, alienate, or create privilege and power.</p>				
<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice 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>4a. Apply critical thinking in analysis of quantitative and qualitative research methods and research findings and apply to practice</p> <p>4c. 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>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities 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,</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</p>	<p>8a. 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>

<p>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>written expression and analytic thinking necessary for professional social work practice.</p>			
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Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1. Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
2. A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Appendix C: Recommended Instructional Materials and Resources

Guidebook for APA Style Formatting

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

Recommended Websites

Purdue Online Writing Lab

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

USC Social Work Library Guides and Tutorials

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

Cochrane Library

<https://www.cochranelibrary.com/>

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

Appendix E: Statement on Academic Conduct and Support Systems

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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, “Behavior Violating University Standards,” as well as information in SCampus and in the university policies on scientific misconduct.

Support Systems:

Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment

https://usc-advocate.symplcity.com/care_report/index.php/pid422659?

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs

<https://dsp.usc.edu/>

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.