New Course Request

Indiana University

Check Appropriate Boxes:
- Undergraduate credit
- Graduate credit
- Professional credit

1. School/Division: School of Social Work
2. Academic Subject Code: SWK-S
3. Course Number: 5084
4. Instructor:

5. Course Title: \textit{Older Adult Topics: Practice w/Older Adults}

Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): It was offered in Spring, Fall, and Winter courses.

7. Credit Hours: Fixed at 3 or Variable from _______ to _______.

8. Is this course to be graded SF (only)? Yes No

9. Is variable title approval being requested? Yes No

10. Course description (not to exceed 50 words) for Bulletin publication:
    This course is designed to provide students with the skills necessary for practice with older adults. The class will examine trends in aging, theories of aging, mental and physical health issues for older adults, and evidence-based practice strategies.

11. Lecture Contact Hours: Fixed at 3 or Variable from _______ to _______.

12. Non-Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______.

13. Estimated enrollment: 20 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: \textit{Wk} Will this course be required for majors? \textbf{No}

15. Justification for new course: \textit{New content - no other graduate new courses on Aging}

16. Are the necessary reading materials currently available in the appropriate library?

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

\textbf{Department Chairman/Division Director}______

\textbf{Dean of Graduate School (when required)}______

Approved by:

\textbf{Dean}______

\textbf{Chancellor/Vice-President}______

\textbf{University Enrollment Services}______

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK
MSW PROGRAM

S600 PRACTICE WITH OLDER ADULTS

Spring 2009  
Wednesdays 6 – 8:40 pm  
Susan Larimer, LCSW  
Office: 4134A Phone: 317-274-6966 Email: slarimer@iupui.edu

Course Description

The purpose of this course is to provide health practice concentration students with increased depth of knowledge in the area of practice with older adults in healthcare areas, such as acute care hospitals, rehabilitation facilities, adult day care and long-term care facilities. Effective social work practice relies on evidence-based theories on aging, biopsychosocial assessment, and relevant research on aging.

Older adults are one of the fastest growing populations in the United States, and advances in technology have enhanced longevity. However, increased longevity has engendered complex and demanding issues, such as quality of life, right of self-determination, biopsychosocial issues and the responsibility to protect a vulnerable population. The course is designed to provide students with the knowledge and skills to effectively work with older adults.

Course Objectives

As a result of having completed the requirements of this course, the students will be able to:

1. Examine one’s own feelings and attitudes regarding aging and older adults
2. Demonstrate a knowledge of the prevalent disease entities and the course of those disease entities that affect older adults
3. Demonstrate an ability to analyze current social services and policies that relate to the needs of older adults, such as Medicare D.
4. Demonstrate an ability to devise and utilize comprehensive biopsychosocial assessments that examine the myriad domains of the lives of older adults.
5. Analyze and implement effective evidence-based practice.
6. Demonstrate an understanding of the needs of caregivers
7. Develop an awareness of older adults as a vulnerable population and an awareness of diverse groups within this population (including, but not limited to people-of-color, women, GLBT individuals).

Required Textbooks

Conduct of Course and Assignments

This course will be a mixture of lecture, discussion, and experiential activities. Because of the nature of the material and because we all have resources to share, either from readings or personal experiences, *everyone* will be expected to play an active role in his/her own learning process.

**Instructor’s responsibilities:**
1. Provide clear expectations.
2. Respect students’ opinions and be open to new ideas.
3. Provide assistance when needed.
4. Provide timely feedback on all written material submitted.

**Students' responsibilities:**
1. Attend class and be on time.
2. Complete reading assignments.
3. Complete written assignments by due date.
4. Actively participate in class discussions by sharing experiences, thoughts and values.
5. Respect differences of opinions of classmates, guest speakers and instructor.
6. Respect fellow students and instructor by deactivating pagers and cell phone while class is in session.
Assignments:

1. “When I Am 90” Reflection paper. Should be 4-6 pages, double-spaced. (50 pts.)

Assignment: Think about yourself as an older adult and what your life will be like when you are 90 years of age. Assume you will live to be ninety, even though that may not be true for you. This paper should be 4-6 pages typed and include as much of the following information as possible. You may be creative and write this as a journal entry or as a letter to one of your family members or friends, or just simply as a narrative. Make sure that you hit all the topics. Understand that you cannot create your future self out of pure fantasy. You must base it on who you are now – your beliefs and personal habits. Write about what your life will be like in the following areas:

1) Physical: Assume that you will get at least one major disease that runs in your family. You may already have some beginnings of that illness or debility now. Look at the members of your family, even if you are adopted, and extrapolate what physical problems you will have as well as physical advantages. Discuss your five senses and which of them will have been impacted by aging and to what degree. Will you be able to communicate verbally or have to rely on non-verbal means of communication (i.e., due to stroke, etc...)

2) Social: What kind of a family and personal situation will you have when you are older? Will you be married? Single? Have a significant partner? What type of living situation will you be in? Will you be living with one of your children or on your own? Will you have any hobbies (this may depend on your sensory impairment)? Where will you go when/if you go out?

3) Career: What has your career been like? How long did you work? Did you do many different things or mostly the same kind of work?

4) Financial: What will your finances be like when you are older? Extrapolate from how you handle money currently in your life. Are you a saver or a spender? Will you have retirement or just have to rely on Social Security (if it exists then).

5) Emotional/Mental: What kind of person will you be? It is my experience that our personalities do not change significantly as we age, but may become magnified as a result of loss, change, stress and illness. For example, if you can become irate fairly easily in traffic, what will you be like in the dining hall waiting on your food when you are 90? What will you do to entertain yourself mentally?

6) Spiritual: How important will this be to you? Extrapolate from how important it is to you now. How will you practice your faith or if you have none, what will be most important to you as you think of your own death?

7) Legacy: Since you are 90, you are thinking about what you will leave behind, both in terms of tangible items and intangible qualities. What will you be known for? What will you have left those that you cared about or society at large?

Feel free to add in things that you feel will be important to you at that age, or concerns that you will have that are not on the list. Good luck, senior citizen!
2. Biopsychosocial Assessment (100 points) OR Life Review assignment

Students will conduct a comprehensive bio-psychosocial assessment on an older adult. The assessment should include, but is not limited to, exploration of the following domains: *(If a student does not have a pt for this assignment, the instructor will assist with finding a person. In the absence of a client, the student may use an older adult family member or friend who volunteers)*

**HISTORY & DEMOGRAPHICS**
- Where did the person grow up? Geographical history?
- Educational level?
- Brief occupational history?
- Genogram
- Current living situation (where, with whom)

**BIO**
- Any current health issues
- Hx of past illness and how pt coped
- Meaning assigned to past illness and current illness
- How pt sees current illness affecting functioning and lifestyle

**PSYCH**
- Level of Cognition (alertness, any memory loss)
- Any current issues noted for memory, depression, anxiety or other mental illness
- Any history of counseling disclosed?
- Any DSM diagnoses? If so, what?

**SOCIAL**
- Current support system
- Issues of Spirituality and/or Religious Affiliation
- Issues of discrimination and/or oppression
- Financial resources
- Are there any psychosocial problems at this point? If so, does the pt. want to address them?
- Strengths & barriers in the pt system

**EVALUATION**
- Issues of your own self-awareness & impressions of the person
- Summary to include: Recommendations, Strengths, and Areas for further exploration

**Life Review**

The purpose of this activity is to explore diversity in the older population and to counter some of the common misperceptions about older adults.

1. Identify one older person (preferably age 75+ and not a relative) to interview about his/her life story. The person may be living in a long-term care facility or in his or her own home. The purpose of the interview is to gather descriptive information about the main events, major crises, current status, and life philosophy of the older person. Interviews may last about 1 hour. Remember your role is learner, not service provider. Assure the interviewee that the information gathered will be kept confidential. Do not report identifying information such as name or address.
2. Write a descriptive report that contains the following:
   a. A description of the older person. Include information about his/her physical appearance (looks, dress, etc), presentation of self (speaking, listening skills, ambulation, etc), and the context of the interview (where did it take place, what was happening). Do you know them? If so, how?
   b. A summary of important characteristics of the older adult, (age, gender, living circumstances, adequacy of financial resources, marital status, health status, number of children and grandchildren)
   c. Major events in the person’s life or accomplishments
   d. Significant relationships/support network
   e. Pastimes, daily activities
   f. View of aging and old age
   g. Health status, problems in functioning, if any

It is helpful to include some direct quotes from the person you interviewed. Do not worry if the person does not wish to talk about any of the above. They are doing you a favor by letting you interview them.

3. Conclude with your evaluation of the older person’s strengths and any perceived needs (there may not be any). Discuss your personal learning and insights gained as a result of the interview. What were your feelings before, during and after the interview?

The Life Review should be at least 5 pages, typed, double-spaced, and logically organized with a cover page, sub-headings and numbered pages.

3. **Term paper**: 100 points. Students will write a 7-10 page pager regarding a topic of interest about Older Adults. You may use one of the topics below, or a different topic approved by the instructor. Topic proposal is due early in the semester with your topic statement and 5 preliminary resources identified. You must formulate a research question and preliminary direction for your research. Your research should have a question and a proposed solution for the problem.
   - Substance abuse and older adults
   - Older adults and poverty
   - The oldest old (85+ years) – issues pertinent to them
   - Gay and lesbian older adults & issues pertinent to that population
   - Caregivers of older adults and issues of burden, coping, and survival
   - What is wrong with nursing home care and how can it be fixed?
   - Elder abuse and neglect – risk factors and solutions
   - Suicide & older adults
   - Depression in older adults (proper assessment and treatment – evidence based solutions)
   - Memory loss – what is normal and when is it a concern? Is it treatable?
   - Polypharmacy
   - Casinos and older adults – fostering gambling addiction?

4. Reflection paper on older adult speaker or movie. (25 points)
The paper should address the following areas:

- Stereotypes about older adults that might have been challenged by the presentation
- Include how the narratives resonated with textbook, articles, lectures and/or class discussions
- Narratives of the presenters that were dissonant with textbook, articles, lectures and/or class discussions
- Issues of self-awareness
- Ways that your interaction with older adults might change as a result of this activity

5. Participation (25 points – established by self-scoring rubric, instructor perceptions and attendance): Students will participate in in-class simulations throughout the course of the semester. The purpose of these simulations is to critically assess and facilitate improvement of students’ assessment and intervention skills. Because of in-class activities, attendance is important and will be taken at the beginning of class. I do reserve the right to lower your grade by one letter if you miss more than 3 classes, or are excessively tardy. Examples of possible simulations are the following scenarios:

- Understanding sensory impairment
- Self-determination
- Working with difficult families
- Residential placement
- End-of-life issues
- Adjustment to limitations of an illness
- Using reminiscence to reconstruct self
- Resources

6. Reading quizzes. There will be 6 reading quizzes during the class which will be given in the first few minutes of class. If you miss the class, or you are late, you will be unable to make up the quiz. These will not be scheduled in advance. We will only count the best 5/6 quizzes. Each quiz will be worth 10 points. (50 points).

7. Presentation/fact sheet on a common illness for older adults (50 points):
   In groups of two or individually, students will give the class a presentation and a fact sheet about one of the most common illnesses that impact older adults.
   **The fact sheet should contain the following:**
   - Name of illness and abbreviations or other names
   - Physical characteristics & manifestations of the illness & how people contract it
   - Common treatments (including medications and the side effects of those meds)
   - The impact of the illness on the day-to-day life of the person (look at both research and internet sources to determine psychosocial impact)
   - Resources that may be needed
   - Course and prognosis of the illness
   - Presentation should end with recommendations for social workers working with people with this illness.
   Illnesses that could be considered include Congestive Heart Failure, Chronic Obstructive Pulmonary Disease, Diabetes, Alzheimer’s Disease, Parkinson’s, Depression, Arthritis,
Incontinence, Hearing loss, visual disorders, Lung Cancer, Osteoporosis or others as discussed. No two groups/individuals should do the same topic.

8. Resources, resources! (25 points) This assignment will give you a case study of an older adult and you will need to find out the answers to many of their tangible resource needs. Questions will be asked regarding Medicare/Medicaid, transportation, meals, home care, nursing home placement, assisted living and other services.

9. The final exam in this course will be a case study worth 75 points. A case study will be presented in April and students will have two weeks to look at the case study, assess the older adult’s life situation and make recommendations on a number of levels which will be identified in the assignment. More details will be given during the class. Some of the areas that you will address include:
   - Identification of presenting problems from the client’s perspective
   - Client strengths
   - Areas for worker intervention & what the desired outcome is
   - Goals for work & Discussion of Intervention.
   - Rationale for use with pt system
   - Community Resources that could be helpful
   - Areas for further assessment or referral
   - How will you evaluate the Evaluation of Intervention
   - Reflective Analysis & Issues of self-awareness
## Summary of Points for Semester Grade

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<thead>
<tr>
<th></th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>When I Am 90</td>
<td>50</td>
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<tr>
<td>2</td>
<td>Biopsychosocial Interview</td>
<td>100</td>
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<td>3</td>
<td>Term Paper</td>
<td>100</td>
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<td>4</td>
<td>Reflection Paper</td>
<td>25</td>
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<td>5</td>
<td>Participation (in class and attendance)</td>
<td>25</td>
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<td>6</td>
<td>Reading quizzes</td>
<td>50</td>
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<td></td>
<td>5 X 10 points each (best 5 out of 6)</td>
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<td>7</td>
<td>Group presentation</td>
<td>50</td>
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<tr>
<td>8</td>
<td>Resources assignment</td>
<td>25</td>
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<td>9</td>
<td>Final Exam</td>
<td>75</td>
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<td></td>
<td><strong>Total</strong></td>
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### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>98</td>
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<tr>
<td>A</td>
<td>95</td>
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<td>A-</td>
<td>92</td>
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<td>B+</td>
<td>88</td>
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<td>B</td>
<td>85</td>
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<td>B-</td>
<td>82</td>
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<td>C+</td>
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<td>C</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>1/14/09</td>
<td>Introduction to the Course Syllabus Review</td>
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<td>Myths about Older Adults</td>
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<td>1/21/09</td>
<td>How does society view aging? Demographics of Aging Birth cohort</td>
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<td>The young old, middle old and oldest old</td>
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<td>1/28/09</td>
<td>Physical &amp; Sensory changes in old age Common Disease Entities Among Older Adults: Living with Chronicity</td>
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<td>Speaker: CICOA In class activity</td>
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<td>2/4/09</td>
<td>An Analysis of Services &amp; Resources Targeted to Older Adults Speaker: CICOA In class activity</td>
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<tr>
<td>2/11/09</td>
<td>Substance Abuse &amp; Mental Health Issues: The Three D’s – Depression, Dementia and Delirium Changes in Cognition: Assessment and Intervention</td>
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<td>2/18/09</td>
<td>Suicide Among Older Adults; Pharmacology Speaker: Margaret Adamek The Biopsychosocial Assessment</td>
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<td>2/25/09</td>
<td>Working with Diverse Groups within the Older Adult Population Grandparents Raising Grandchildren</td>
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<td>3/4/09</td>
<td>Tour of American Senior Communities – Meadow Lake</td>
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<td>3/11/09</td>
<td>Group Presentations</td>
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<td>3/18/09</td>
<td>Spring Break</td>
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<td>3/25/09</td>
<td>Effective Interventions</td>
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<tr>
<td>4/1/09</td>
<td>End of Life Issues &amp; Spirituality Movie – Young at Heart</td>
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<td>Date</td>
<td>Topic</td>
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<td>4/29/09</td>
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Course Policies

1. Students should have read assigned materials in the order specified by the instructor and should be ready to participate knowledgeably and constructively in class activities.

2. Students are expected to be present when class begins and to hand in all assignments on time. Failure to observe these requirements will be considered in assigning final grades.


The School of Social Work follows the Indiana University policy on plagiarism which states:

*Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.*

   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

   (1) Directly quoting another person's actual words, whether oral or written;

   (2) Using another person's ideas, opinions, or theories;

   (3) Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;

   (4) Borrowing facts, statistics, or illustrative material; or

   (5) Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

In addition to the university statement on plagiarism which is published in the IU Student Code of Student Rights, Responsibilities, and Conduct (http://www.iupui.edu/code/) the School of Social Work also abides by the following addendum regarding plagiarism:

**IU School of Social Work Addendum to Indiana University Policy on Plagiarism**

In addition to the university statement on plagiarism which is published in the IU Student Code of Student Rights, Responsibilities, and Conduct, the IU School of Social Work defines plagiarism as including:

*The intentional or unintentional use of information from another person without full acknowledgment. Such use, even when unintended, causes the work to appear to be the student’s own work and thus the student, not the original author, benefits from the omission*
of proper acknowledgment.

Copying or using information from web sites without appropriately documenting the internet source.

Buying or using a document written by another person.

Submitting any part of the student’s own work which has been previously submitted, unless one’s own prior work is fully acknowledged and appropriately cited.

4. Students are expected to respect the opinion and feelings of other students, instructor and guest speakers, even though those opinions and feelings might differ from students’ own.

5. In accordance with the Indiana University School of Social Work grading policy, students must earn at a “C” to pass this course.

6. A formal evaluation of the course and its instructor will be completed at the end of the course, consistent with the School’s academic policy.

Assignment Guidelines and Grading

Rubrics will be issued by the instructor for most assignments
All formal papers will be typed, double-spaced, and paginated. APA style is to be used, including in-text references and a reference page. APA manuals are available at the bookstore and would be a valuable resource in your library. Use the 5th edition, and look up what you do not know.

Student Evaluation and Grading Guidelines

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.
Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Writing Assistance

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 274-2049 to schedule an appointment or drop by to pick up available written handouts.

Americans with Disabilities Act Policies

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. This should be discussed with the instructor within the first three (3) weeks of class. Adaptations of teaching methods and class materials, including text and reading materials or testing, will be made as needed to provide equitable participation.

Grade of Incomplete

The grade of Incomplete used on the final grade report indicates that a substantial portion of the course work has been satisfactorily but not entirely completed as of the end of the semester. The grade of Incomplete may be given only when the completed portion of the student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously established for the completion of his or her work.

Should the faculty member agree to assign a grade of Incomplete, he or she also has the right to set a specific date by which all unfinished work must be completed. A contract for the incomplete must be signed by both the instructor and the student along with establishing consequences for when the material is not submitted as required.


Olson, M. D. (2007). Gerontology Content in MSW Curricula and Student Attitudes Toward Older Adults. *Educational Gerontology, 33*(11), 981-994.


