

**AGING & GERONTOLOGICAL SERVICES**

SOCIAL WORK 19:910:572

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

**Catalog Course Description**

This course provides an overview of older adults as a population group and of aging as a biopsychosocial process. The course explores aspects of social services and health care systems intended to help individuals, families, and communities confront aging-related challenges and capitalize upon aging-related strengths.

**Place of Course in Program**

This course is a “General Elective” open to all graduate students. The course is a requirement for the School of Social Work’s MSW Certificate in Aging. The material in this course complements material in four other aging-related graduate courses that are offered by the School of Social Work, including “SWPSII: Health & Aging,” “Chronic Illness & Disability,” “Loss Across the Lifespan,” and “Clinical Social Work: Aging.”

**Course Objectives**

Specific objectives of this course are for students:

1. To understand older adults as a diverse and ever-changing population group.
2. To understand the range of services available for older adults and their caregivers, with a particular emphasis on services in New Jersey.
3. To critically analyze aspects of gerontological service delivery systems for informing practices that promote social and economic justice among older adults and their families.
4. To develop one’s identity and voice as a leader and advocate around issues in aging services.
5. To integrate formal gerontological scholarship with one’s own professional and personal experiences to enhance social work practice.

**Required Readings**

The readings for this course will focus, in part, on New Jersey’s long-term care resource guide. This guided can be downloaded at [http://www.state.nj.us/health/senior/documents/ltc\\_guide.pdf](http://www.state.nj.us/health/senior/documents/ltc_guide.pdf). Students are strongly encouraged to print the guide in its entirety or to request a hard copy from their county office on aging.

The other required readings for this course comprise a collection of book chapters, journal articles, and other short writings. Students can access these materials through the course's Sakai website by clicking on the "Resources" link and then selecting the "Readings" subdirectory. Readings are organized by the week for which they are assigned.

## **Course Assignments**

### *(1) Class participation (10% of total grade)*

Participation grades will be assigned in two parts.

#### *A. Class Attendance (6% of total grade)*

At the beginning of each class, students will sign a sign-in sheet at the front of the class. Students can miss up to two classes without penalty during the semester. Students who miss more than two class meetings will be penalized three percentage points of their final grade for each additional class missed. Students are encouraged to use their two missed-class allowances carefully, as no additional "passes" without medical documentation will be granted. Also, 2% will be given to students who regularly arrive to class on time, arrive promptly after scheduled session breaks, and who do not regularly leave class early. One percent of students' final grade will be reserved specifically for their attendance at the final class session.

#### *B. Quality of Class Contributions (4% of total grade)*

As a graduate-level course, this class will be facilitated, in part, as a seminar. This means that students are expected to work hard during class by thoughtfully contributing to class discussions, fully participating in group exercises, responding to the instructor's and classmates' questions, and asking questions in return of classmates and the instructor. Students will be granted up to 4% of their final grade for the quality of their class contributions throughout the semester.

### *(2) Take-Home Assignments (65% of grade)*

Throughout the semester, students will complete several take-home writing assignments:

**ASSIGNMENT #1** (due week #2): Students will write up to two pages regarding the agency at which they are currently serving (or have most recently served), as well as how this agency relates to social work practice with older adults and/or their families. *(4% of students' final course grade)*

**ASSIGNMENT #2a, #2b, and #2c** (due weeks #6 through #15): Students are to complete three, three-page reflections, with respect to any of the content throughout weeks #6 through #15. Each essay is to address one of the prompt questions with respect to the service delivery element of focus that week. The reflection must be turned in before the beginning of the class in which the topic is covered, and students must eventually

complete all three assignments across three different topic areas by the specified due dates. For example, one student might complete assignment #2a on transportation and safe mobility, whereas another student might complete assignment #2b on transportation and safe mobility. Assignment #2a asks students to forge points of connection between readings and practice. Assignment #2b asks students to consider a particular subgroup of older adults and ways in which they might uniquely interface with aspects of service delivery systems. Assignment #2c asks students to present an argument that advocates for the importance of a problem area related to the readings and to find and review an evidence-based program, policy, or practice that aims to address that problem. Each assignment is worth *21.5% of students' final course grades*.

*(3) Assignment #3 (21.5% of final grade)*

In teams, students will be responsible for conducting a site visit and interview at an agency that serves older adults and their caregivers. The aim of the visit should be not only to directly experience a service setting that is not already familiar to the student, but also to provide an experiential learning opportunity to reflect on major course themes. Students will reflect on their visit through a final writing assignment, as well as an in-class presentation.

*Grading:* Final grades will be assigned using the following table:

A	92-100	C	70-76.99
B+	87-92	F	0-69.99
B	82-86.99		
C+	77-81.99		

**VIII. Course Outline and Schedule**

<u>Session #</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments Due for That Week</u>
Week #1	Introductions to Each Other and to the Course		
Week #2	A Social Constructionist Approach to Later Life	<p>Hooyman &amp; Kiyak, Chapter 8 (Social Theories of Aging)</p> <p>Minkler, M., &amp; Fadem, P. (2002). ‘Successful Aging:’ A disability perspective. <i>Journal of Disability Studies</i>, 12, 229-235.</p> <p>Butler R. N., 1990. A disease called ageism. <i>Journal of the American Geriatrics Society</i> 38:178-180.</p> <p>NASW (1999). Code of ethics of the National Association of Social Workers. Washington, DC: National Association of Social Workers. (Up to <i>Ethical Standards</i>.) Retrieved December 15, 2010, from <a href="http://www.socialworkers.org/pubs/Code/code.asp">http://www.socialworkers.org/pubs/Code/code.asp</a></p>	Assignment #1 due
Week #3	Overview of Aging Services, Service Settings, and Policies	<p><b>NJ Resource Guide</b>, 15-21; 161-166; 170-174; 179-180</p> <p>O’Shaghnessy, C.V. (2008). The Aging Services Network: Broad mandate and increasing responsibilities. <i>Public Policy &amp; Aging Report</i>, 18(3) 1-18.</p> <p>Pratt, J.R. (2010). <i>Long-term care: Managing across the continuum</i> (3rd Ed., pp. 3-33). Boston, MA: Jones and Bartlett Publishers.</p>	

Week #4	Overview of Issues	<p>Lynch, M., &amp; Estes, C.L. (2001). Chapter 10. <i>Social policy and aging: A critical perspective</i>.</p> <p>Lehning, A.J., &amp; Austin, M.J. (2010). Long-term care in the United States: Policy themes and promising practices. <i>Journal of Gerontological Social Work</i>, 53(1), 43-63.</p> <p>Gelfand, D.E. (2006). Chapter 16 of <i>The Aging Network: Programs and services (6th Ed.)</i>.</p> <p>Schoenberg, N.E., Coward, R.T., &amp; Albrecht, S.L. (2001). Attitudes of older adults about community-based services: Emergent themes from in-depth interviews. <i>Journal of Gerontological Social Work</i>, 35(4), 3-19. doi: 10.1300/J083v35n04_02.</p>	
Week #5	Senior Centers, Nutrition Programs, and Senior Housing	<p><b>NJ Resource Guide</b>, 103-110; 167-169</p> <p>Gelfand, D.E. (2006). Chapter 10 of <i>The Aging Network: Programs and services, 6<sup>th</sup> edition</i>.</p> <p>Pardasani, M. (2004). Senior centers: Focal points of community-based services for the elderly. <i>Activities, Adaptation and Aging</i>, 28, 27-44.</p> <p>Cohen, C.S., Mulroy, E., Tull, T., Bloom, C.C., &amp; Karnas, F. (2007). Integrating services for older adults in housing settings. <i>Journal of Gerontological Social Work</i>, 49(1/2), 145-164.</p>	
Week #6	Transportation and Safe Mobility	<p><b>NJ Resource Guide</b>, 123-126; 145; 184</p> <p>Government Accountability Office. (2004) <i>Transportation: Disadvantaged seniors</i> (pp. 4-20, 34-63).</p> <p>Vorhees Transportation Center and the New Jersey Foundation on Aging. (2005). Safe mobility at any age policy forum series final report (pp. 1-23).</p>	

Week #7	Home Care Services & Aging-in-Place Initiatives	<p><b>NJ Resource Guide, 85-102</b></p> <p>Cabin, W.D. (2008). Revaluating social work in home care: Lessons from innovators, rebels, and hospice. <i>Home Health Care Management &amp; Practice, 20</i>, 265-272. doi: 10.1177/1084822307308966</p> <p>Alkema, G.E., Shannon, G.R., &amp; Wilber, K.H. (2003). Using interagency collaboration to serve older adults with chronic care needs: The Care Advocate Program. <i>Family and Community Health, 26</i>(3), 221-229.</p> <p>Lynch, M., Hernandez, M., &amp; Estes, C.L. (2008). Program for All Inclusive Care for the Elderly/PACE: Has it changed the chronic care paradigm? <i>Journal of Health and Social Policy, 23</i>(4), 3-24.</p> <p>Alley, D., Liebig, J., Pynoos, J., Banerjee, T., &amp; Choi, I.H. (2007). Creating elder-friendly communities: Preparations for an aging society. <i>Journal of Gerontological Social Work, 49</i>(1-2), 1-18.</p>	
Week #8	Services and Programs for Family Caregivers	<p><b>NJ Resource Guide, 146-154.</b></p> <p>Scharlach, A. (2008). Historical overview. <i>Journal of Social Work Education Special Supplement on Professional Partners Supporting Family Caregivers, 44</i>, 17-26.</p> <p>Elmore, D.L., &amp; Talley, R.C. (2009). Family caregiving and U.S. federal policy. In S.H. Qualls &amp; S. Zarit (Eds.), <i>Aging families and caregiving</i> (pp. 209-231). New York: Wiley.</p> <p>Cohen-Mansfield, J., Besansky, J., Watson, V., &amp; Bernhard, L.J. (1994). Underutilization of adult day care. <i>Journal of Gerontological Social Work, 22</i>(1), 21-40.</p>	By this week, need to have turned in one of the following assignments during the chosen topic week (weeks #6, #7, or #8): Assignment #2a, #2b, or #2c

Week #9 SPRING BRAK			
Week #10	Productive Activities	<p><b>NJ Resource Guide, 133-140; 181-182</b></p> <p>Freedman, M. (2006). The social-purpose Encore Career: Baby Boomers, civic engagement, and the next stage of work. <i>Generations, 30(4)</i>, 43-46.</p> <p>Holstein, M. (2006). A critical reflection on civic engagement. <a href="http://www.agingsociety.org/agingsociety/publications/public_policy/PPAR_Fall_2006.pdf">http://www.agingsociety.org/agingsociety/publications/public_policy/PPAR_Fall_2006.pdf</a></p> <p>Dabelko-Schoeny, H., Anderson, K.A., &amp; Spinks, K. (2010). Civic engagement for older adults with functional limitations: Piloting an intervention for adult day health participants. <i>The Gerontologist, 50(5)</i>, 694-701. doi: 10.1093/geront/gnq019.</p>	
Week #11	Mental Health Services	<p><b>NJ Resource Guide, pp. 65-67; 176-177</b></p> <p>Bartels, S.J. (2003). Improving system of care for older adults with mental illness in the United States: Findings and recommendations for the President's New Freedom Commission on Mental Health. <i>American Journal of Geriatric Psychiatry, 11(5)</i>, 486-497.</p> <p>Hinrichsen, G.A. (2010). Public policy and the provision of psychological services to older adults. <i>Professional Psychology, Research and Practice, 41(2)</i>, 97-103.</p> <p>Cummings, S.M. (2009). Treating older persons with severe mental illness in the community: Impact of an interdisciplinary geriatric mental health team. <i>Journal of Gerontological Social Work, 52(1)</i>, 17-31.</p>	
Week #12	Meeting Basic Needs and	<b>NJ Resource Guide, pp. 25-38, 63-65, 103-110, 114-199</b>	By this week, need to have

	Financial Services	<p>Binstock, R.H. (2010). From compassionate ageism to intergenerational conflict? <i>The Gerontologist</i>, 50(5), 574-585. Doi: 10.109/geront/gmq056.</p> <p>Applebaum, R., &amp; Payne, M. (2005). How Supplemental Security Income works. <i>Generations</i>, 29(1), 27-29.</p> <p>WOW. Elder Economic Security Initiative™ Program: Introduction and overview.</p> <p>Gonyea, J.G., Mills-Dick, K., &amp; Bachman, S.S. (2010). The complexities of elder homelessness, a shifting political landscape and emerging community responses. <i>Journal of Gerontological Social Work</i>, 53, 575-590.</p>	turned in one of the following assignments during the chosen topic week (weeks #10, #11, or #12): Assignment #2a, #2b, or #2c.
Week #13	Adult Protective Services & Legal Services	<p><b>NJ Resource Guide</b>, pp. 41-42; 44-48; 157-159; 183</p> <p>Anonymous (2003). Protecting older Americans: A history of federal action on elder abuse, neglect, and exploitation. <i>Journal of Elder Abuse &amp; Neglect</i>, 14(2/3), 9-31</p> <p>Blancato, B. (2010). Letter to Assistant Secretary Greenlee.</p> <p>Huber, R., Netting, F.E., Border, K.W., &amp; Nelson, N.W. (2006). The long-term care ombudsman program. In B. Berkman &amp; S. D'Ambruso (Eds.), <i>Handbook of social work in health and aging</i> (623-635). New York: Oxford University Press.</p>	
Week #14	Skilled Nursing Facilities	<p><b>NJ Resource Guide</b>, pp. 110-114</p> <p>Kaiser Family Foundation. Nursing home reform: Then and now. (12-minute video at <a href="http://www.kaisernetwork.org/health_cast/player_kff.cfm?id=39#clip_1">http://www.kaisernetwork.org/health_cast/player_kff.cfm?id=39#clip_1</a>)</p>	

		<p>Sehrawat, S. (2010). The omission of comprehensive care: An analysis of the Nursing Home Reform Act of 1987. <i>Journal of Gerontological Social Work</i>, 53, 64-76.</p> <p>Rabig, J., Thomas, W., Kane, R.A. Culter, L.J., &amp; McAlilly, S. (2006). Radical redesign of nursing homes: Applying the Green House concept in Tupelo, Mississippi. <i>The Gerontologist</i>, 46, 533-539.</p>	
Week #15	End-of-Life	<p><b>NJ Resource Guide</b>, pp. 42-44; 67-69</p> <p>U.S. Department of Health &amp; Human Services (2000). Important questions for hospice in the next century. Executive Summary, Sections #1, #2, #3, #4, #5, and #10.</p> <p>Hastings Center. (2005). Improving end of life care: A special report (pp. S2-S4, S26-S30, S37-S41, and S52-S57). Retrieved on December 15, 2009, from <a href="http://www.thehastingscenter.org/Publications/SpecialReports/Detail.aspx?id=1344">http://www.thehastingscenter.org/Publications/SpecialReports/Detail.aspx?id=1344</a>.</p>	By this week, need to have turned in one of the following assignments during the chosen topic week (weeks #13, #14, or #15): Assignment #2a, #2b, or #2c.
Week #16	Course Integration and Conclusion		