

School of Social Work  
North Hall  
University of Iowa  
Salome Raheim, Director

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Session: Spring 2003

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## COURSE OUTLINE

### I. Survey of Gerontological Programs and Services

Course Number: 42/153:253

Section number: 001

Number of semester hours: 3

Grading status: Letter graded

### II. COURSE DESCRIPTION

This course covers the aging network; preventive and well-elderly services; assessment; in-home services; family-centered and community-based services; institutional care; end-of-life care; cross-cultural comparisons

Rationale: This elective course adds content on gerontological programs and services to serve our rapidly growing older population. It provides content important to prepare undergraduate and graduate students for social work in a wide range of practice settings.

### III. GOALS OF THE COURSE

1. Provide an overview of the aging network and the legislative bases for gerontological programs and services.
2. Provide information on the health, social, psychological, and economic needs of elders.
3. Make students aware of the diversity of services in the continuum of care for elders (preventive and well-elderly services, in-home services and family care, family-centered and community-based services, institutional care).
4. Introduce students to culturally sensitive gerontological programming and services (e.g., considerations of gender, race and ethnicity, socioeconomic status, sexual orientation; rural-urban residence, cohort and generational differences) and ways to improve access to services for various populations.
5. Introduce students to principles of assessment with elders, with particular attention to diverse groups.
6. Explore attitudes and values of elders and their families toward service utilization.
7. Identify areas of professional development in providing services to elders (sensitivity to cultural differences, knowledge of aging, continuing education, values and ethical issues in practice).

#### IV. ACADEMIC OUTCOMES OF THE COURSE

By the end of the course, students will be able to:

1. Identify and analyze the components of the aging network.
2. Demonstrate an understanding of the health, social, psychological, and economic needs of elders.
3. Describe the major services in the continuum of care for elders, including preventive and well elder services, in-home services and family care, family-centered and community-based services, and institutional services.
4. Discuss examples of culturally competent gerontological programs and services and ways to improve access to services for diverse populations.
5. Apply principles of assessment to case studies of elders with particular attention to assessment of needs of diverse populations.
6. Discuss varying attitudinal and value stances of elders and their families toward acceptance of formal services.
7. Discuss areas of professional development in providing services to elders including sensitivity to cultural differences, knowledge of aging, continuing education, and values and ethical issues in practice.

#### V. REQUIRED TEXTS

1. Gelfand, D. E. (1999). *The aging network: Programs and services* (5<sup>th</sup> ed.) New York: Springer. (available at Iowa Book and Supply).
2. Packet of additional required readings are photocopied and should be checked out from the Main Office (308 NH). Complete references to these readings are provided under Section VIII. CLASS TOPICS AND CLASS SCHEDULE below.

#### VI. EVALUATION OF STUDENT PERFORMANCE

##### A. DESCRIPTION OF EVALUATION METHODS

The requirements for the course are as follows:

1. (20 points). Critique of weekly readings (2-3 pp.) which will be presented in class. Each student will be responsible for a critique of **one** set of readings and will lead the class discussion on those readings. Critiques should 1) review and **integrate** the content of the readings; 2) evaluate their contribution to knowledge about gerontological programs and services; and 3) discuss implications for practice or policy. Papers are due on the date of class presentations.
2. (20 points). Critique (2-3 pp.) of an article of your choice dealing with development or delivery of a culturally sensitive gerontological program or service. The article may deal with services for a specific population (e.g., based

on gender, race or ethnicity, socioeconomic status, sexual orientation, rural-urban residence, cohort or generational differences) or more general issues of culturally sensitive programming and services. Critiques should follow the same format as #1 above.

3. (50 points). A written term paper (approximately 15 pp.) on a topic of your choice relevant to gerontological programs and services. The goal of the paper is to provide depth on one of the topics covered in class, and should include 1) critical analysis and synthesis of the literature on the topic; 2) needed directions; and 3) implications for policy and practice. The paper assignment will be graded on depth and completeness of analysis of the topic, original presentation, comprehensiveness, and clarity and organization. The *Publication Manual of the American Psychological Association* (2001, 5<sup>th</sup> ed.) should be used for editorial style.
4. (10 points) Class attendance and participation. This class is taught in seminar format and requires weekly class discussions and critical analysis of the readings. Students will be expected to discuss how the development and delivery of each service can be culturally sensitive so as to meet the needs of diverse populations. Attendance policy: students will be expected to attend all classes. Exceptions will be made only for documented illness and emergencies. Evaluation of class participation will be based on thoughtfulness and **quality** rather than the quantity of participation.

## B. GRADING PROCEDURE

Assignments will be graded on depth and completeness of analysis of the topic, originality, and clarity of presentation. The numerical scores will be translated into letter grades as below. Plus and minus grading will be used.

<u>Total Points</u>	<u>Letter Grade</u>
97-100	A+
92-96	A
90-91	A-
87-89	B+
82-86	B
80-81	B-
77-79	C+
72-76	C
70-71	C-
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67-69	D+
62-66	D
59 or below	F

Statement on blind grading: When feasible and appropriate, instructors will blind grade student papers, tests, and exams. Students are to submit all such assignments with their social security number rather than their name.

## VII. UNIVERSITY AND SCHOOL POLICIES

### A. STUDENTS WITH DISABILITIES.

Federal Law requires that the University make reasonable efforts to accommodate students with disabilities. A student with a disability will bring to the instructor a confidential form (available in the Office of Student Disability Services) completed and signed by a counselor in the Office of Student Disability Services, verifying the need for accommodation. If the student and instructor disagree on how course requirements may be altered without compromising the integrity of the course, the student will contact the Director. The Director will work with the student, the instructor, and the Office of Student Disability Services to resolve such differences. Questions may be addressed to the Office of Student Disability Services, 335-1462.

### B. RESOURCES FOR OBTAINING ADDITIONAL HELP.

The School provides support and assistance to students who, for a variety of reasons, may be experiencing academic problems. Such students should speak with the Undergraduate or Graduate Coordinator or the Director of the School to arrange for special support services.

### C. STUDENT GRIEVANCES.

A student wishing to grieve a grade should discuss the matter with the instructor. If the grievance is not resolved, students should use the School's appeal process as described in the School's student handbooks (Appeals Committee). In the event that the grievance still has not been resolved, the student should send a letter describing the grievance to the Associate Dean for Academic Programs, who attempts to resolve the matter. The Associate Dean changes a grade only if it was assigned in violation of College or University policy and only after consultation with the School's Director.

### D. ACADEMIC MISCONDUCT.

An incident of inappropriate citation (i.e., plagiarism) or other forms of academic dishonesty, such as the fabrication of research data, will result in a reduction of the student's grade for the course, at minimum, or a failing grade, depending upon the severity of the transgression.

Graduate student's misconduct will also be reported to the Graduate Coordinator, at which point further disciplinary action may be taken. Please refer to the Educational Handbook for the Master of Social Work Program, Student Advancement Policy, pp. C-1 through C-6. For undergraduate students, academic misconduct will be reported to the Undergraduate Coordinator.

## VIII. CLASS TOPICS AND CLASS SCHEDULE

**(All readings are in the Gelfand text unless otherwise specified; headings for specific weeks are generally chapters in Gelfand text).**

### **January 21: Introduction and Overview of the Course**

### **January 28: The Older American; Legislative Bases for Programs and Services**

Gelfand, Chapters 1 and 2.

Iowa Area Agencies on Aging, *National directory for eldercare information and referral*. (pp. 51-53 and 5-7). Washington, DC: National Directory for Eldercare Information and Referral, 2002-03.

Speaker: Elder Services

### **February 4: Library Research on Term Paper Topics**

### **February 11: Income Maintenance Programs; Illness, Medical Care and Income Maintenance**

Gelfand, Chapters 3 and 4.

Speaker: UI Human Resources/Family Services

## **TERM PAPER TOPICS AND OUTLINES AND CRITIQUE #2 TITLES DUE**

### **February 18: Employment, Volunteer, and Educational Programs**

Gelfand, Chapter 9.

Dooley, A. (2001). Older workers' issues and social work practice. *Journal of Gerontological Social Work*, 36, 157-164.

Wacker, R., Roberto, K., & Piper, L. (1998). Employment programs. Chapter 8 in *Community resources for older adults: Programs and services in an era of change*. Thousand Oaks, CA: Pine Forge Press.

Speaker: Retired Senior Volunteer Program (RSVP)

## **February 25: Multipurpose Senior Centers**

Gelfand, Chapter 11.

Wacker et al. (1998). Senior Centers and Recreation. Chapter 7 in *Community resources for older adults: Programs and services in an era of change*. Thousand Oaks, CA: Pine Forge Press.

Speaker: Iowa City/Johnson County Senior Center

## **March 4: Crime and Legal Assistance Programs**

Gelfand, Chapter 8.

Wacker, R. et al., (1998). Legal services. Chapter 13 in *Community resources for older adults: Programs and services in an era of change*. Thousand Oaks, CA: Pine Forge Press.

Speaker: Legal Assistance Programs

## **March 11: Health and Mental Health; Nutrition Programs**

Gelfand, Chapters 6 and 10.

Speaker: Veterans' Administration Medical Center

## **March 18: SPRING BREAK**

## **March 25: In-Home Services; Informal Caregiving**

Gelfand, Chapter 13.

Caro, F. (2001). Asking the right questions: The key to discovering what works in home care. *The Gerontologist*, 41, 307-308.

Cox, C. (1998). The experience of respite: Meeting the needs of African American and White caregivers in a statewide program. *Journal of Gerontological Social Work*, 30, 59-72.

Speaker: Caregiver specialist, Elder Services

## **April 8: Community-Based and Long-Term Care: Adult Day Care; Long-Term Care Residences**

Gelfand, Chapters 14 and 15.

Branch, L. (2001). Community long-term care services: What works and what doesn't?

*The Gerontologist*, 41, 305-306.

National PACE Association (2002). What is PACE?

[www.natlpacessn.org/cont/what\\_pace](http://www.natlpacessn.org/cont/what_pace)

Speaker: West Liberty Retirement Community

### **April 15: Hospice and Palliative Care**

Miller, S., Mor, V., Gage, B., & Coppola, K. (2001). Hospice and its role in improving end-of-life care. In Lawton, M. P. (Ed.), *Annual review of gerontology and geriatrics: Focus on the end of life: Scientific and social issues*, 20 (pp. 193-223). New York: Springer.

Speaker: Hospice

## **CRITIQUE #2 DUE: CULTURALLY SENSITIVE PROGRAMS AND SERVICES**

### **April 22: Information and Assistance; Transportation; Housing**

Gelfand, Chapters 5, 7, and 12.

Ivry, J. (1995). Aging in place: The role of geriatric social work. *Families in society: The Journal of Contemporary Human Services*, 76, 76-85.

Speaker: Senior Resources

### **April 29: Assessment**

McGinniss-Dittrick, K. (2002). Conducting a biopsychosocial assessment. Chapter 4 in *Social work with elders: A biopsychosocial approach to assessment and Intervention*. Boston: Allyn and Bacon.

Genevay, B. See me! Hear me! Know who I am! An experience of being assessed. *Generations*, 21, 16-18.

Greene, R. (2000). Assessment and functional age. Chapter 3 in *Social work with the aged and their families* (2<sup>nd</sup> ed.). New York: Aldine de Gruyter.

Speaker: Assessment

## **TERM PAPERS DUE**

### **May 6: Case Management; Professional Development in Providing Services**

Robinson, M. (2000). Case management for social workers: A gerontological approach.

Chapter 5 in Schneider, R., Kropf, N., & Kisor, A. (Eds.), *Gerontological social work: Knowledge, service settings, and special populations* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.

Braun, K., & Rose, C. (1994). Testing the impact of a case management program on caregiver appraisal. *Journal of Gerontological Social Work, 21*, 51-69.

Bennett, J., & Sneed, J. (1999). Practice competencies for entry-level professionals in the field of aging. *Educational Gerontology, 25*, 305-315.

Speaker: UIHC

## Guidelines for Classroom Discussions

(To be distributed with every course outline)

The content of this course will be intellectually, personally, and emotionally challenging. In order to achieve the objectives of the course, the classroom environment must be a safe one for all to participate. Therefore, it is important that all members of the class are free to discuss their thoughts and feelings, ask questions, and state their opinions. It is equally important that all statements made are respectful and do not demean or humiliate any individual present or any group of people. The following guidelines for classroom discussions are adapted from materials written by the Center for Research on Women at the University of Memphis. We offer them here as a starting point for negotiating the ground rules we will adopt and agree to observe as a class to create a safe environment that will promote productive interaction.

1. Acknowledge that prejudice and discrimination based on race, class, gender, sexual orientation, age, religion, physical and mental differences and other characteristics exist.
2. Acknowledge that all of us have learned misinformation about our own group and about members of other groups, whether we belong to a majority or minority group.
3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Assume that people--both those we study and those in this class--do the best they can.
5. Never demean, devalue, or in any way "put down" people for their experiences, backgrounds, or statements. This does not mean that you can't disagree, only that you must do so respectfully.

The following are example of statements that honor these guidelines and statements that do not.

Acceptable: I really disagree with you. It makes me angry when I hear people say that feminism is responsible for the decline of the family. [elaborate why...]

Unacceptable: You sexist pig! I can't believe anyone would say anything so stupid.

Acceptable: I've thought about it a lot, and I really don't believe that homosexuals should be allowed to marry and adopt children [because...]

Unacceptable: Gays are disgusting. If you're gay you shouldn't hang around influencing kids.

Acceptable: It doesn't seem fair that I have to wait until I'm financially secure to have kids, but mothers on welfare get my tax money to support their families and don't have to work.

Unacceptable: People on welfare are just plain lazy...all the time driving Cadillacs and buying drugs with their welfare money.