

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Year/Term	2017/2018 Term 1
Course Title	SOWK 531 (001) - Social Work Practice in Aging
Course Schedule	Thursdays, 2:00 – 5:00 pm
Course Location	Jack Bell Social Work Building, Room 028

Instructor(s)	Office Location	Office Phone	e-mail address
Deborah O'Connor	Room 332	604-822-5299	Deborah.oconnor@ubc.ca
Office Hours	After class or by appointment		

COURSE DESCRIPTION:

The purpose of this course is to develop a critical model for Social Work Practice in the field of Aging which incorporates attention to intra-personal, interpersonal and structural issues associated with aging. Focus will be on discussing and critically analyzing selected topics related to practice with older adults and their families and those professionals who work with them. Students will be exposed to a range of topics intended to stimulate conversation, promote an unsettling of assumptions of what it means to age and 'be old', and to tease out how theory is used to inform Social Work practice. The goal is for students to begin to explicate an advanced-level practice model for working in the field of Aging that is grounded in ideas of social justice and human rights.

MISSION & OBJECTIVES:

Consistent with the MSW mission, the objectives of this course are as follows:

1. Begin to articulate the links between theory, policy, research and Social Work practice in the field of Aging.

2. Develop ability to think critically about current policy and practice through reflexive practice and by applying ideas of social justice, human rights, and diversity to understanding issues related to aging.
3. Incorporate current research/interventions into personal Social Work practice.
4. Increase understanding and creativity about the role of Social Work in the field of aging
5. Develop practice skills in the field of aging – I bring a particular expertise related to dementia and issues related to understanding and assessing (in)capacity and while the course will not be limited to exploring these topics, a substantial part of my teaching will be directed toward developing Social Work practice skills in relation to these two topics.

PRIMARY SOURCE OF READINGS:

Suggested Text:

Payne, M. (2012) *Citizenship Social Work with Older People*. Chicago: Lyceum Books.

For those interested in having a foundational text, I would recommend this book. I selected it because it is relatively recent and is one of the few texts that clearly takes a critical lens consistent with a social justice approach to social work. Given the diversity of student experiences in this class, my hope is that it will provide us with a coordinated and common foundation.

Highly Recommended Text:

Bartlett, R. & O'Connor, D. (2010) *Broadening the Dementia Lens: Toward Social citizenship*. London: Policy Press.

I will be using several chapters from this text as required reading.

In addition, I have tried to select readings and resources that are mostly available on-line. Students are encouraged to read beyond these readings and share with colleagues readings and resources that they find useful as the course unfolds – an opportunity for sharing this will be offered at the start of each class and students will be encouraged to use UBC CONNECT.

Background General Text (in case you are looking for something more!)

Fook, J. (2016) *Social Work: A critical approach to practice*, 3rd edition. Los Angeles: SAGE.

In this course, I draw heavily on critical, post-structural/postmodern ideas to ground my approach to social work practice in the field of aging. My lens is consistent with the approach developed in this more generally-focused social work text. So although this text does not address aging practice per se, it helps to explicate the theoretical foundation I will be developing and provides what I think is one of the best overviews of an approach to

critical social work practice that is entirely relevant and applicable to direct practice.

COURSE POLICIES [attendance, participation, academic dishonesty]: Please review the UBC Calendar, including the “Academic regulations standards. They can be found at www.arts.ubc.ca.

Attendance and Participation:

This course depends upon the active participation of all students. You are expected to attend all classes, be on time, and be prepared to engage in classroom discussions and activities. This includes having read all required readings in advance of the class and helping to create a classroom climate of respect and openness. I understand that sometimes life intervenes and classes will be missed: I appreciate being notified in advance of anticipated absences and please note that if you miss three or more classes you may be deemed NOT to have met the course requirements for completion.

Technology is disruptive and can limit participation and learning of others. I request that all phones be turned off at the beginning of class and that if computers/tablets are to be used, they are ONLY used for note-taking or specified course-related activities. I will ask you to leave the class if you find you must attend to other matters on the computer.

Email Policy: I am readily accessed through email. But please bear in mind the following:

- a) I am a believer that as professional we need to integrate strategies for self-care into our daily/weekly regime. For me, this means that I often turn off the computer on the weekends so may not respond to inquiries until the following Monday.
- b) Questions requiring replies longer than a few sentences are best asked during office hours. I am happy to organize a time to meet with you and discuss questions, concerns and/or thoughts you may have.
- c) Your email is important to me and I want to make sure it doesn't get lost. Please insure that the subject header contains the course title and you sign your name.
- d) I try to respond as promptly as possible to messages but sometimes emails get lost and/or I go crazy some days!) So if you have not received a response within two working days, do feel free to resend and remind!

Finally, please note: **If you are not finding the class time helpful I strongly encourage you to talk to me** – my goal is to insure that this is a positive learning experience for everyone and I need your help to do that!

COURSE SCHEDULE

Sept 7 **Introduction – Setting the stage**

Recommended

Spitzer, W. & Davidson, K (2013) Future Trends in Health and Health Care: Implications for Social Work Practice in an Aging Society, *Social Work in Health Care*, 52:10, 959-986, DOI: 10.1080/00981389.2013.834028

Wister A. & Speechley, M (2015). Inherent Tensions Between Population Aging and Health Care Systems: What Might the Canadian Health Care System Look Like in Twenty Years? *Population Ageing* 8:227–243. DOI 10.1007/s12062-015-9123-1

Exemplar: Aging Discourses

Weicht, B (2013) The Making of the Elderly: Constructing the subject of care. *Journal of Aging Studies* 27 (2013) 188–197

Liang, J. & Baozhen, L. (2012) Toward a discourse shift in social gerontology: From successful aging to harmonious aging. *J. of Aging Studies*, 26, 327-334.

Sept 14

Thinking Critically: Developing a Context for Social Work Practice

Readings

Chrisler, Barney & Palatino (2016). Ageism can be Hazardous to Women's Health: Ageism, Sexism, and Stereotypes of Older Women in the Healthcare System . *Journal of Social Issues*, Vol. 72, No. 1, 2016, pp. 86--104 doi: 10.1111/josi.12157

FrameWorks Institute (2017) Framing Strategies to Advance Aging and Address Ageism as Policy Issues Frame Brief
http://www.frameworksinstitute.org/toolkits/aging/elements/items/aging_frame_brief.pdf

Exemplar: “Normal” Aging, sexuality, sexism and intimacy

DeLamater, J. & E. Koepsel (2015) Relationships and sexual expression in later life: a biospsychosocial perspective. *Sexual and relationship therapy*, 30(1):37-59.

Finkenauer, S, Sherratt, J, Marlow J, & Brodey, A (2012) When Injustice Gets Old: A Systematic Review of Trans Aging, *Journal of Gay & Lesbian Social Services*, 24:4, 311-330, Link:
<http://dx.doi.org/10.1080/10538720.2012.72>

Exemplar: Aging demographics

Ivanova, I, with S. Daub, M. Cohen and J. Jenkins (April 2017) *Poverty and Inequality Among British Columbia's Seniors* . Vancouver, Canadian Center for Policy Alternatives (CCPA)
 <https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2017/04/ccpa-bc_seniors-inequality.pdf>

Guest speaker: I. Ivanova, CCPA

Sept 21 Conceptualizing Practice: Exploring the link between theory and practice for gerontological social work

Required Readings

Hasting, S. & S. Rogowski. (2015) Critical Social Work with older people in neoliberal times. Challenges and critical possibilities. *Practice: Social Work in Action* 27(1), 21-33

Berridge, C. (2012) Envisioning a Gerontology-Enriched theory of Care. *AFFILIA* 27(1), 8 – 21

Exemplar – Abuse against older adults

Jackson, S., & Hafemeister, T. (2016) Theory-based models enhancing the understanding of four types of elder maltreatment. *International review of Victimology*. 22(3), 289- 320.

OR

Donovan, K. and Regehr, C. (2010). Elder abuse: clinical, ethical and legal considerations. *Clinical Social Work Journal*, 38(2), 174-182.

Sept 28 Getting down to Practice: Assessment

Exemplar: Mental health and the mental health assessment

Davidson, G., Brophy, L. & Campbell, J. (2016) Risk, Recovery and Capacity: Competing or complementary approaches to mental health social work. *Australian Social Work*, 69(2)

Fredriksen-Goldsen, K., Cook-Daniels, L., Kim, H-J, Erosheva, E.A., Emler, C.A., Hoy-Ellis, C., Goldsen, J., & Muraco, A. Physical and Mental Health of Transgender Older Adults: An at-risk and underserved population. *Gerontologist* 43(3), 488-500.

Saczynski, J., Inouye, S., Guess, J., Jones, R., Fong, T., Nemeth, E., Hodara, A., Ngo, L., & Marcantonio, E. (2015) The Montreal Cognitive Assessment: Creating a crosswalk with the mini-mental state examination.

Culo, S. Culo, S. (2011). Risk assessment and intervention for older adults. *British Columbia Medical Journal*, 53(8), 421-425.
www.bcmj.org/articles/risk-assessment-and-intervention-vulnerable-older-adults

Additional Recommended

Gallo, J.J. and Lebowitz, B.D. (1999). The epidemiology of common late-life mental disorders in the community: Themes for a new century. *Psychiatric Services*, 50(9).

www.ps.psychiatryonline.org/article.aspx?articleid=83333.

Karpetis, G. (2013) Employing Assessment systems in social work: A practitioner-researcher approach. *Social Work in Mental Health* 11(6), 542-562.

Oct. 5 Assessment Continued: Broadening the lens on Person-centred practice

Bartlett, R. L. & O'Connor, D. (2010) *Broadening the Lens of Dementia Care*, Chapters 2-5. London: Policy Press

O'Connor, D., Phinney, A., & Hulko, W. (2010) Dementia at the intersections: A unique case study exploring social location. *J. of Aging Studies* 24(1)

Guest speaker: Jim Mann

Oct 12 Assessment continued: Risk, Decision-making and Capacity

Required

Spreng, R.N., Karlawish, J. & Marson, D. (2016) Cognitive, social, and neural determinants of diminished decision-making and financial exploitation risk in aging and dementia: A review and new model. *J. of Elder Abuse and Neglect* 28 (4-5),

Moye, J. & Marson, D. C. (2007). Assessment of decision-making capacity in older adults : An emerging area of practice and research. *Journal of Gerontology: Psychological Sciences*, 62B(1), P3–P11

O'Connor, D. (2010) Personhood and Dementia: Toward a relational framework for assessing decision-making capacity. *Journal of Mental Health Training, Education & Practice*. 5(3):22-38.

Exemplar:

<http://www.vancouversun.com/health/Pete+McMartin+Court+rules+year+Abbotsford+Alzheimer+patient+must+spite+living+will/9464670/story.html>

Judge's ruling regarding Margot Bentley (PDF – to be provided)

Recommended

O'Connor, D. (2010) *Incapacity Assessments: A review of Assessment and Screening Tools, Final Report*. Report commissioned by the Public Guardian and Trustee's Office.

http://www.trustee.bc.ca/documents/STA/Incapacity_Assessments_Review_Assessment_Screening_Tools.pdf

BC Adult Guardianship Act

WE will be working through the incapacity module in this class. It can be found at: <http://www.trustee.bc.ca/reports-and-publications/Pages/certificate-of-incapability-guidelines.aspx>

O'Connor, D., Hall, M. & Donnelly, M. (2009) Assessing capacity in a context of abuse. *Journal of Elder Abuse and Neglect*.

Cairncross, M., Peterson, A., Lazosky, A., Gofton, T., & Weijer, C. (2016) Assessing Decision-making capacity in patients with communication impairments: a Case study. *Cambridge Quarterly of Healthcare ethics*, 25, 691-699. Doi:101017/S0963180116000414

Oct 19 Caring, caregiving and Community Caring**Readings

Chen, Sheying (2012) Historical and Global Perspectives on Social Policy and "Aging in Community". *Ageing International*, 37:1-15 DOI 10.1007/s112126-011-9136-x

Phinney, A., Kelson, E., Baumbusch, J., O'Connor, D., & Purves, B. (2016) Walking in the Neighbourhood: Performing Social Citizenship in Dementia. *Dementia: International Journal of social research and practice* 15(3)

Black, K., Dobbs, D., & Young, T. (2015) Aging in Community: Mobilizing a new paradigm of older adults as a core social resource. *J. of Applied Gerontology*, 34(2), 219-243

Exemplar

Plouffe, L., S. Garon, J. Borwnoff, E. Doneida,, M Foucault (2012/2013) Advancing Age-Friendly Communities in Canada. *Canadian Review of Social Policy* 68/69, p. 24 – 38.

Recommended

Ward-Griffin, C. & Marshall, V.W. (2003) Reconceptualizing the relationship between “public” and “private” eldercare. *Journal of Aging Studies*, 17 (2), 189–208

Yee, B.W.K. (2009). The social and cultural context of adaptive aging by South-Eastern Asian elders in *The Cultural Context of Aging: Worldwide Perspectives*, (ed) J. Sokolovsky, Westport, Conn.: Greenwood Publishing. www.faculty.usfsp.edu/jsokolov/webbook/yee.pdf

Background reading

O'Connor, D. L. (1999) Constructing Community Care: (Re)Storying Support. In S. Neysmith (ed) Critical Issues for Future Social Work Practice with Aging Persons. New York: Columbia Press

Guest speaker: TBC

- Oct 26** **Student presentations**
- Nov 2** **Student presentations**
- Nov 9** **Student presentations**
- Nov 16** **Student presentations**
- Nov 23** **Pulling it together: Developing a practice framework**

O'Connor, D. (2003) Anti-oppressive practice with older adults: A feminist post-structuralist perspective. In W. Shearer (ed) *Emerging Perspectives on Anti-Oppressive Practice*. Toronto: Canadian Scholars Press.

Rizzo, V.& Rowe, J. (2014) Cost-Effectiveness of Social Work Services in Aging: An Updated Systematic Review Research on Social Work Practice 2016, Vol. 26(6) 653-667 DOI: 10.1177/1049731514563578 rsw.sagepub.com

Recommended

*Harford Partnership Program for Aging Research (2010) Social Work Competences: Moving Toward Leadership. www.socialworkleadership.org/nsw/ppp/moving_towards_leadership.pdf

Sweetland, J., Volmert, A., O'Neil, M (2017) Finding the Frame: An empirical approach to reframing Aging and Ageism. Frameworks Institute.
<http://frameworksinstitute.org/assets/files/aging_elder_abuse/aging_research_report_final_2017.pdf>

ASSIGNMENTS

Proposed Assignment(s)

From a list created by the class, select a topic that interests you related to Social Work practice in the field of Aging. I encourage you to use your personal/professional experiences to ground your work - for example, this could include presenting a case/situation which you have encountered (and/or found problematic or puzzling) and then draw upon selected theoretical perspectives to analyze. Pay particular attention to explicating how this theoretical lens will direct practice. You will work both individually and as part of a group on this topic. Your research on this topic will be presented in four ways:

- a) Find and critique one policy/position paper that is relevant to your general topic. Some suggestions include: the recent BC Ombudsman Report; National Advisory on Aging (NACA) position papers, position papers by Canadian Centre for Policy Alternatives; WHO position on aging and health;

Develop a one page critical summary and analysis, including a discussion of how this is relevant and/or informs Social Work practice in this area. Be prepared to discuss in class and share critique with other colleagues

Due: October 5, 2017

Value: 10% of final grade

- b) As a group, prepare eight (8) annotated bibliographies relevant to the theme of the class you will be presenting in. Include a brief overview of the article (provide sufficient detail that colleagues will be able to use this information) and discuss its relevance to social work practice (ie. How does it help you think about your practice?). Note: Move beyond the general abstract to discuss explicitly in relation to your paper and provide concrete details around findings or what is being said. These will be distributed to the entire class and used as course readings for second part of the course. Approximate length of each bibliography should be about 1½ - 2 pages single-spaced. Please coordinate as a group to develop a range of readings that compliments and develops the theme of the topic area.

Due: One week before your presentation

Value 15% of final grade (see attachment for grading criteria)

- c) Class presentation

By the third week of class, themes will be developed for each of the class presentation dates and you will be assigned (self-selected or by me) to a relevant theme based on your topic of interest. Individuals are then expected to work collaboratively to develop the content for that day's class – you may work as a group or as a group of individuals who have coordinated your work efforts in order to avoid duplication.

It is expected that the content of your presentation will be similar to that of your paper. However, be careful that you do not present too much content!!!! An important part of this assignment is to develop your teaching/presentation skills and that includes getting your colleagues involved in their own learning. Do feel free to use the class presentation as an opportunity for exploring/developing your ideas on the topic, including seeking input from your colleagues on questions you might have.

Due: presentations will take place between October 26 and Nov 16
Value: 25% of final grade (see attachment for suggested grading criteria)

- b) Major Paper: 16-20 pages – this can be a group or individual paper.
Due: December 14, 2017
Value: 50% of final grade (See attachment for suggested grading criteria)

Please note: if you have another idea for an assignment that you think would be more relevant to your learning needs AND consistent with the course objectives, please feel free to discuss it with me.

GRADING CRITERIA

1. Assignment 1 – Policy Review

- a) Content - provides a clear overview that captures the essence of what this policy is about
- b) Analysis - provides a critical overview that recognizes usefulness and limitations
- c) Implications for social work – addresses how this document informs practice/policy (or can be used by social workers)
- d) Communication (writing style – uses good grammar, clear and easy to follow)

2. Assignment 2 - Annotated Bibliographies

- a. Content (6)
 - required number of articles reviewed
 - conveys a salient and useable synopsis of article as related to your topic;
 - promotes depth and understanding of this issue;
 - clear statement as to why this article is being selected as an important source of knowledge in relation to this topic. (IE: why do you think it is important that your colleagues know about this particular citation?)
- b. Usefulness of Annotation (6)
 - Quality of selection (criteria include: current (or 'classic' as opposed to dated), relevant to social work, reflects a diversity of sources;

- Ability to promote critical thinking;
- c. Communication (3)
- clear, well-written, good sentence-structure, logical development...

3. Assignment 3 - Class Presentations

- a. **Content (30)**
- develop salient overview of the issue (be careful about providing too much detail/information!);
 - contextualize issue (ie. Identifies theoretical lens being used...);
 - identify relevance to Social Work practice/ and/or policy
- b. **Analysis (40)**
- critique general understanding of the issue in light of theory, personal and/or professional experience;
 - insightful application of theory to understanding;
 - offer suggestions for practice/policy directives
- c. **Communication/Presentation skills (30)**
- engage class participation;
 - clear, coherent presentation;
 - innovative, interesting presentation;
 - realistic amount of material presentation

Grading of class presentations will be based in part on feedback from classmates.

4. Assignment 3 - Major paper

- a. Content (20 points max.)
- 20 - clear, comprehensive description of topic; selection of appropriate references - up-to-date, clearly relevant to focus of paper; breadth of sources including representation for contrasted perspectives and reliance on primary sources;
- 16 - major attendance to most of above
- 12 - minor attendance to most of above
- b. Originality and Analysis (30 points max.)
- 30 - original idea or approach: effort to integrate previously unintegrated material; creative development of theme and management of difficult conceptual task; perceptive critique of relevant literature; integration of class readings and discussions
- 22 - major attendance to most of the above
- 16 - minor attendance to most of the above - ie. repetition of material from references with only minor modification
- c. Relationship to Social Work (maximum 30 points)

- 30 - clear, creative and relevant application of theoretical understandings to Social Work practice
- 22 - moderate link between content of paper to Social Work practice/policy
- 16 - minor attention given to connection/relevance between content and Social Work
- 0 - no connection made between content and Social Work

d. Written Communication Skills (20)

- Logical Development (eg well developed and logically sequenced; continuity between initial orientation, body and final summary, clear progression between paragraphs);
- Style (eg. excellent sentence construction and choice of words, spelling correct, good transitions between paragraphs, correct use of technical terms, correct use of abbreviations)
- includes all format and style requirements (eg. abstract) per APA guide

GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.