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.

COURSE STRUCTURE AND LEARNING ACTIVITIES
Classroom activities incorporate a diverse range of approaches including: lecture, small group discussion, case study development....
LEARNING OUTCOMES

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 in the field of Aging through reflexive practice and by applying ideas of social justice, human rights, and diversity to understanding issues related to aging.
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.

REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS


This text has been selected as a foundational text for the course. I selected it because it is the most recently published text that clearly takes a critical lens consistent with a social justice approach to social work. It is also Canadian.

Highly Recommended Text:

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

In addition, I will supplement the required text with at least one additional reading each week. 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 CANVAS.

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


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.

ASSESSMENT OF LEARNING:

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: Conversations about Care: The law and practice of health Care Consent for People living with Dementia in BC; the recent BC Ombudsman Report; National Advisory on Aging (NACA) position papers, position papers by Canadian Centre for Policy Alternatives; WHO position papers on aging and health...

Develop a 1-2 page critical summary and analysis, including a discussion of how this is relevant and/or informs Social Work practice in this area. Please use the class readings to help you with your analysis. Be prepared to discuss in class and share written critique with other colleagues

Due: Jan 23, 2020
Value: 15% 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 explicitly discuss content in relation to your presentation/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 for that class.

Due: February 21, 2020
Value: 10% 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 may 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. It is recognized that this presentation will reflect ‘work in progress’ so 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 Mar 12 and April 2, 2020
Value: 25% of final grade (see attachment for suggested grading criteria)

d) Major Paper: 16-20 pages – this can be a group or individual paper. The three previous assignments are seen as building blocks to the final paper. (See initial outline of assignment for more detail)

Due: April 15
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.

COURSE SCHEDULE:

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


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 SCHEDULE:

<table>
<thead>
<tr>
<th>SESSION 1:</th>
<th>January 9</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Introduction – Setting the stage</td>
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| READING:  | Recommended  
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<tr>
<th>SESSION 2:</th>
<th>January 16</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Thinking Critically: Developing a Context for Social Work Practice</td>
</tr>
<tr>
<td>READING:</td>
<td>Required: Text, chapter</td>
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<td></td>
<td>Recommended:</td>
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<td></td>
<td>Exemplar: “Normal” Aging, sexuality, sexism and intimacy</td>
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<tr>
<th>SESSION 3:</th>
<th>January 23</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Setting the political context</td>
</tr>
<tr>
<td>READING:</td>
<td>Required: Hulko et al., chapter</td>
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<td>Exemplar</td>
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<td>SESSION 4:</td>
<td>January 30</td>
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<tr>
<td>TOPIC:</td>
<td>Conceptualizing Practice: Exploring the link between theory and practice for gerontological social work</td>
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<tr>
<td>READING:</td>
<td>Required Readings</td>
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<td>Hulko et al., chapters</td>
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<td>Exemplar – Abuse against older adults</td>
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<td>OR</td>
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<td>Other Recommended Articles</td>
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<td>SESSION 5:</td>
<td>February 6</td>
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<tr>
<td>TOPIC:</td>
<td>Broadening the lens on Person-centered practice</td>
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| READING: | Readings  
Exemplar - Dementia  

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<th>SESSION 6:</th>
<th>February 13</th>
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<tr>
<td>TOPIC:</td>
<td>Practice Issues and Skills - Assessment</td>
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</table>
| READING: | Readings  


**Exemplar - Mental Health Issues**


**Additional Recommended**


**SESSION 7:** February 20

**TOPIC:** Assessment continued: Risk, Decision-making and Capacity

**READING:** Required


Recommended


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


BC Adult Guardianship Act including Practice Guidelines for Part 2 and Part 3

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

Other Relevant Readings


Exemplar: Margot Bentley case
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)
**SESSION 8:**  
March 7

**TOPIC:**  
Caring, caregiving and Community Caring**

**READING:**

- **Readings**
  


  **Recommended**


  [www.faculty.usfsp.edu/jsokolov/webbook/yee.pdf](http://www.faculty.usfsp.edu/jsokolov/webbook/yee.pdf)


**Background reading**
<table>
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<tr>
<th>SESSION 9:</th>
<th>March 12</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>End-of-life Issues</td>
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<tr>
<td>READING:</td>
<td>Readings</td>
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<tr>
<th>SESSION 10:</th>
<th>March 19</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Student Presentations</td>
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Session 11: March 26

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<tr>
<th>TOPIC:</th>
<th>Student Presentations</th>
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Session 12: April 2
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<tr>
<th>Topic</th>
<th>Student Presentations</th>
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<tbody>
<tr>
<td>Session 13</td>
<td>April 9</td>
</tr>
<tr>
<td>Topic</td>
<td>Pulling it together: Where to from here?</td>
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</table>

**ASSIGNMENTS: Grading Criteria for each assignment**

**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, draws on course readings to develop critique;
   
   c) Implications for social work – addresses how this document informs Social Work practice/policy (ie. How can it be used by social workers/how is it relevant?)
   
   d) Communication (writing style – uses good grammar, clear and easy to follow, provides at least a brief overview/introduction of policy/position before moving into critique)
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/case (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;
   - If covering a topic already presented in class, it extends understanding and/or makes clear links to class materials.

c) Communication/Presentation skills (30)
   - engage class participation;
   - clear, coherent presentation;
   - innovative, interesting presentation;
   - realistic amount of material presentation
   - co-ordinated with previous course materials and other presentations;

d) 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; identifies theoretical lens or perspective taken;
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 a theoretical lens or theme; 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; applies theoretical lens in a meaningful way to practice and/or policy; links topic to social work practice/policy;
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

SCHOOL/COURSE POLICIES:

Attendance

The attendance policy is in the student handbook on page 11: https://socialwork.ubc.ca/current-students/.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.
Other school policies can be accessed through the school of social work student handbook

LEARNING RESOURCES:

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. https://learningcommons.ubc.ca/

UNIVERSITY POLICIES:

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at
https://senate.ubc.ca/policies-resources-support-student-success

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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### UBC Grading Criteria:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>A+</strong></td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
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<tr>
<td><strong>A</strong></td>
<td>85-89</td>
<td>87</td>
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<tr>
<td><strong>A-</strong></td>
<td>80-84</td>
<td>82</td>
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<tr>
<td><strong>B+</strong></td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
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<tr>
<td><strong>B</strong></td>
<td>72-75</td>
<td>73.5</td>
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<tr>
<td><strong>B-</strong></td>
<td>68-71</td>
<td>69.5</td>
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<tr>
<td><strong>C+</strong></td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
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<tr>
<td><strong>C</strong></td>
<td>60-63</td>
<td>62.5</td>
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<tr>
<td><strong>C-</strong></td>
<td>55-59</td>
<td>57</td>
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<tr>
<td><strong>D</strong></td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
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<tr>
<td><strong>F</strong></td>
<td>0-49</td>
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<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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