

SETON HALL UNIVERSITY
DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY & SOCIAL WORK
SOCIAL WORK PROGRAM

COURSE: INTRODUCTION TO GERONTOLOGY – SOWK 1911, 6911 NA
Wednesdays, 5:45 – 8:15 pm, Room A&S 105

INSTRUCTOR: Emma Giordano Quartaro. DSW, ACSW, LCSW
Professor Social Work, Coordinator Gerontology
Office hours Wed & Thurs. 4 - 5:30 pm, other hours by appointment
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COURSE DESCRIPTION

This overview of the basic facts and theories of aging includes the demography, biology, psychology, policy analysis, sociology/anthropology/social work, legal, financial, spiritual and end-of-life aspects of aging and aging processes and how these influence a wide array of professional activity. This course is elective for social work majors, satisfies 3 credits of the social work minor and is required for the 17 credit Multidisciplinary Certificate Program in Gerontology (MCPG) open to all majors.

Topics/units will address but are not limited to age changes, cohort influences, period effects, societal attitudes and policies, elder life styles, elder resiliency/productivity/ creativity, long-term care for the small percentage of adults over 65 who are ill and/or dependent, and death and dying/thanatology issues. The special needs of elders-at-risk especially the oldest of the old, poor persons and families, persons with disabilities, and minority persons will be featured to help formal (professionals and trained aides) service-providers and informal service-providers (families, friends, churches, etc.) to develop the necessary analytical, empathic and behavioral skills to improve services offered directly to or on behalf of older persons. The overall aim is to nurture the professional leadership of thoughtful, competent, compassionate and ethical gerontological/geriatric practitioners.

Since this course is directed to a wide array of student majors and gerontology is not limited to one profession or discipline, the social work competencies of the Council on Social Work Education (CSWE) and the Interprofessional Education Competencies (IPEC) of the American Association of Medical Colleges (AAMC) provide the pedagogical/andragogical framework for learning in this course. With upward adjustments of the course requirements, this course can be completed for graduate credit. The course adjustments will be made in consultation with each graduate student.

PREREQUISITES: None but prior related course work and related volunteer/employment experiences will guide course emphases and procedures for which a pre-course assessment is conducted during our first course meeting. Student/Instructor individual consultations are

encouraged at any time and ALL students are required to make plans for at least one meeting with the instructor during the semester as needed or just “to chat.”

REQUIRED TEXT:

Hooyman, N.R. & Kiyak, H.A. (2009). *Social gerontology: A multidisciplinary perspective (9th ed)*. Boston: Pearson Allyn & Bacon, ISBN-0-205763138 hereinafter referred to as “H&K.” Use of the course ancillary MySocKit is at the discretion of the individual student.

SELECTED RECOMMENDED/REQUIRED READINGS

The following represent a select list of sources which supplement the exhaustive sources indicated in your textbook Enjoy! Any one of the following may be used for the Extra Credit Assignment elaborated later in this syllabus.

American Association of Medical Colleges. (2011). *Health educators, foundations announce competencies and action strategies for interprofessional education* <https://www.aamc.org>.

Council on Social Work Education. (2008). *Educational policy and accreditation standards*. <http://cswe.org>.

Clingan, D.F. (1973). *Aging persons in the community of faith, A guidebook for churches and synagogues on ministry to, for, and with the aging*. The Institute on Religion and Aging by the Indiana Commission on the Aging and the Aged.

Council on Social Work Education Gero-Ed Center. (Undated). *Advanced gero social work practice*. Author.

Gambrill, E & Pruger, R. (1997). *Controversial issues in social work ethics, values and obligations*. Boston, Allyn and Bacon.

Grobman, L. & Bourgassa, D. (2007). *Days in the lives of gerontological social workers*, Harrisburg, PA: White Hat Communications. ISBN-13:978-1-929109-21-0.

Livio, S.K. (2010). Adult care center agrees to pay \$1.8M fine. The Star Ledger, p.33, Septemebr 10.

Metzger, W.P. (1975). What is a profession? *Seminar Reports: Program of General and Continuing Education in the Humanities*, New York: Columbia University Press.

Romano, J.L (2011). *Legal rights of the seriously ill and injured: A family guide*. Author.

Social Security Administration, Office of Research, Evaluation and Statistics, Research Report #65, SSA Publication No. 13-11805. (1997). *Social security programs throughout the world*.

Soniat, B.A. & Micklos, M. (2010). *Empowering social workers for practice: with vulnerable older adults*. Wash, DC: NASW Press. ISBN 97808710123958.

Society on Aging of New Jersey, www.sanjonline.org

Special Issue: In honor of Myrna Lewis. (2009). *Social work in health care*. 48:7, 651-720.

Thane, P. ed. (2005) *The long history of old age*. Thames & Hudson, Ltd., London.

Tompkins. C.J., Ernst, J.S, Ihara, M.S. & Clark, P.C. (Winter 2011). *Two birds with one stone: Using gerontology experiences to meet CSWE competencies*. *The Journal of Baccalaureate Social Work*. 16:1, 63 – 83.

U.S. Department of Health, Education and Welfare, Office of Human Development, Office on Aging, (1976). *Older Americans Act of 1965, as amended and related acts*.

As indicated above, also see gerontology references, glossaries, handbooks, federal governmental publications, and non-governmental resources indicated throughout the course. See also RESOURCES and REFERENCES at the end of each chapter of H&K which is a veritable reservoir of info. You are welcome to consult the Program of Social Work library of selected reference volumes which are available for use in the department offices but which are not available during the last week of class. Our librarians, especially our discipline consultant, are available to help.

CSWE SOCIAL WORK COMPETENCIES ADDRESSED THROUGH THIS COURSE

For the student to:

EPAS 2.1.2 Apply social work (nursing, occupational therapy and other professional) ethical principles to guide professional practice

EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgements

EPAS 2.1.4 Engage diversity and difference in practice;

EPAS 2.1.6 Engage in research-based practice and practice-based research,

EPAS 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work (nursing, occupational therapy and other professional) services.

THE AAMC IPEC INTERPROFESSIONAL COMPETENCIES ADDRESSED THROUGH THIS COURSE

For the student to:

Assert values and ethics of interprofessional practice by placing the interests, dignity and respect of patients at the center of health care delivery and embracing the cultural diversity and differences of health care teams

Leverage the unique roles and responsibilities of interprofessional partners to appropriately assess and address the health care needs of patient and populations served

Communicate with patients, families and communities and other health professionals of a team approach to preventing disease and disability, maintaining health and treating disease

Perform effectively in various team roles to deliver patient care that is safe, timely, efficient effective and equitable

COURSE OUTCOMES/EVIDENCE OF LEARNING

Each of the competencies listed above are further articulated by practice behaviors addressed by the course assignments so that by course completion, students will be familiar with both sets of competencies within the context of service-delivery to older persons and their families:

1. analyze and report the changing age distribution of the aging population in the United States and globally with comprehension of the social and economic implications of this demographic pattern, the new population pyramid(s); the influence of cohort membership and the dependency ratio;
 2. recognize exemplars of elder productivity in family functioning, in the arts, sciences, humanities, politics; in every arena of life;
 3. identify normal and pathological biological, psychological, social and spiritual processes of aging, senescence, with special sensitivity to the impact of ignorance, segregation, ageism, racism, sexism, singleism, homophobia and religious intolerance;
 4. assess federal, state and local programs, services and benefits for seniors including an understanding of the aging service network at the three levels;
 5. comprehend various housing and care alternatives encouraging elders to remain as independent as possible and as desirable to them, focusing on community, aging-in-place, as contrasted with institutional settings;
 6. attend to and critically analyze innovative approaches, best practices, and trends in aging research and service provision as these are developed by all relevant professions;
- and
7. demonstrate imaginably and/or *in vivo* a body of knowledge, values and skills for effective professional/service leadership in gerontology/geriatrics, both nationally and internationally

MEANS OF ASSESSMENT (Grading): MEASURES OF EVIDENCE OF LEARNING

All students are encouraged to aim for the highest assessment in this course. The course is designed to make that an attainable goal. In addition to the 4 units of 25 credits each, opportunities for Extra Credit will be provided throughout the semester. Each well-done Extra Credit Assignment (ECA) enhances the final grade one level, e.g. B+ to A. See next page for ECA details.

The following are evenly weighted in computation of the final grade

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|--|----|
| I. Early Take Home Assignment | 25 |
| II. Ethics of Nursing, Social Work, Speech and Language
Pathology, Occupational Therapy, Business, etc. | 25 |
| III. Oral History and Art/Artifact Interpretation | 25 |
| IV. Law/Policy Critique | 25 |

I. Early Take-Home Assignment EPAS 2.1.3

Students will complete a take home assignment of content significant to the study of gerontology with sources of answers to be indicated for each answer. This assignment should reflect your comprehension of the meaning and significance of critical thinking EPAS 2.1.3 to the professions. Also detail any teamwork in which you engaged during the implementation of this assignment. That teamwork can be with professionals and/or pre-professionals, your student colleagues and others.

II. Research the Code of Ethics of a Profession EPAS 2.1.2

For a profession of your choice, locate its most current Code of Ethics. Analyze that code by summarizing its history, auspices, formatting and emphases. It is helpful to compare and contrast the code of interest with a code of another profession. A two page summary with at least 2 bibliographic, in addition to the Codes, references and a brief presentation to class are required. Also detail any teamwork in which you engaged during the implementation of this assignment,. That teamwork can be with professionals and/or preprofessionals, your student colleagues and others.

III. Oral History Art/Artifact Assignment EPAS 2.1.6 and 2.1.4

This assignment requires a 20 minute tape-recorded or videotaped oral history with a person over 65 years of age. The tape can be longer but it cannot be shorter without good cause. If the student needs access to recording equipment, the Media Center makes same available at nominal cost which will be covered by the Gerontology Program. Please note the Media Center has offered technical assistance in this assignment. Further directions and resources will be discussed in class including approaches to diversity sensitivity in the research/oral

history interview process. This assignment includes student selection of an item, artifact, memento, such as a passport, photo, gravestone rubbing, etc The student will research the artifact and present its personal/professional significance in class along with a 2 page paper with 2 references. Attention to research methodology related to the oral history and the art/artifact should be highlighted in this assignment. Teamwork should be detailed.

IV. Critique of Laws and Policies Relevant to Older Persons EPAS 2.1.8

Student will select one law or public policy among the social insurances, the public assistances, legislation at the federal, state, county, and/or municipal levels, relevant to the well-being of older persons, and will summarize the history and significance of the law and speculate how it can be improved. Two page report with 2 references required. Teamwork should be detailed.

Please note:

The AAMC IPEC competencies listed in this syllabus and the CSWE EPAS especially of EPAS 2.1.2., 2.1.3, 2.1.4, 2.1.6 and 2.1.8 with associated practice behaviors are helpful references to achieve high level responses to the above assignments. Be sure your completed assignments reflect your familiarity with both the AAMC and CSWE competency formulations. Past students in this course have remarked that it is “too much social work.” I agree but then this is a course in the Social Work Program and I am by profession a social worker with special commitment to inter and multidisciplinary practice as is necessary to high-level health care service-delivery. I have worked in three hospitals: a major hospital center in the Bronx, a Veterans Hospital in New Jersey and a “welfare/rehab” hospital center on Welfare Island in the East River. I have learned a lot from non-social workers.

EXTRA CREDIT ASSIGNMENT (ECA)

Additional to the topics listed above, opportunities for extra credit will be made available throughout the semester. Students are invited to suggest ECA's of interest to them and must share the outcome of their completed assignment(s) with the class group.

ECA 1

The study of aging and the title of this course features the word “gerontology” which is so new a word that older dictionaries do not include it. The word comes from the Greek for “the feeble old man.” Isn't it strange that a discipline devoted to the well-being of elders and a better appreciation of their strengths is named after a word with such a negative connotation? It would be interesting to know how this discipline came to that particular word to call itself. Were there other choices? Was there any debate about what this discipline should be called? What would you call it? A 2 page double spaced report of research into the above question is required.

ECA 2

Why is it despite the growing need for professionals to serve the elderly, it is so difficult to attract persons into the field of gerontology? A 2 page double spaced report of research is required.

ECA 3

Periodically conferences and seminars are presented of particular interest. Students will be offered the opportunity to attend with fees - sans transportation and food – paid for them. Report and presentation required.

ECA 4

Read and present to class a summary and critique of one selection from “Days in the Lives of Gerontological Social Workers.” See Instructor for same.

COURSE-AT-A-GLANCE

Schedule of Readings and Activities (May be modified as necessary as we proceed.)

- Week 1 H&K Preface, About the Authors, and Chapter 1
Our Syllabus
Handout: New Lifestyles
Pre-course Assessment
- Weeks 2 & 3 H&K, Chapters, 2, 3, 4
A Profile of Older Americans. See websites of AARP and the Administration on Aging. Cut and paste the most recent Profile of Older Americans into your course notes; 2009 version distributed for quick review in class.
- Videos: My Mother, My Father
Seven Years Later (if time permits)
Pioneer in Aging: Dr. Robert Butler
- Week 4 & 5 H&K Chapters 5, 6, 7
Handouts: Theories of Successful Aging
Butler & Lewis, Characteristics (Psychology) of the Elderly
A Curriculum for Caregivers to the Elderly
Early Assignment Due
- Week 6 & 7 H&K Chapters 8, 9, 10
- Week 8 & 9 Mid-Course Assessment
H&K Chapter 11, 12
Video: Touch
Ethics Assignment Due
- Week 10 & II H&K Chapters 13, 14,
Oral History and Art & Artifact Presentations
- Week 12 - 14 H&K Chapters 16 & 17
Handouts: The Social Insurances and the Public Assistancess
The Family Love Letter
Estate Planning Guide
Getting Your Affairs in Order
Social Policy and Law Assignment Due

Pre-course Assessment

Dear Student, After our brief introductions, I need your help to “flesh out” this course to meet your needs and expectations. This is not an exam and will not be graded. Use reverse as necessary.

Name _____ Major/Minor _____ Academic Year _____

Address(full) _____

Best Contact _____

1. Please list courses you have completed relevant to this courses?

2. What are your professional/occupational aspirations?

3. Define any of the following with which you are familiar:

senescence

polypharmacy

aging-in-place

dementia

4. Why are the following names important in the study of aging?

Grandma Moses

Methuseleh

Robert Butler

George Washington Carver

5. Are you interested in the Multidisciplinary Certificate in Gerontology? Why?

6. Briefly describe paid or volunteer experiences in service to older persons.

7. Anything else you can share helpful to the best outcomes in this course for you and all of us? Your input is very important..

Thank you, drq

11.

END SEMESTER MISCELLANY

Name _____ Major _____ Grad Date _____

Preferred Address _____

Preferred person-to-person contact# _____

Thank you for a good semester. To be sure we are on the same page as we tie up loose ends, please fill out and return the following to me.

Please briefly describe any extra credit assignments approved by the instructor and submitted on time

If you are a Multidisciplinary Certificate Program in Gerontology (MCPG) candidate please complete the following:

Application submitted yes no

File completed yes no

Transcript assessment completed yes no

Graduating May 2012 yes no

All students in this course are welcome to request a letter of recommendation from me if your final grade in this course is “B” or better. A lower grade does not encourage an enthusiastic letter. I will write all letters of recommendation related to this course and/or the MCPG. In important urgent matters related to your professional future and/or this course, I can be reached at 973 325 3657 or 973 761 9471 or emma.quartaro@shu.edu. I will get back to you soon as I can, Best wishes. drq (You may want to keep a copy of this document.)

PERMISSION TO DISPLAY MY ART

We plan a display of art related to gerontology in the SHU Gallery. If you volunteer your work for same please give us express permission. I hereby grant permission to Dr. Emma Quartaro to display my gravestone rubbing and/or art/artifact in the SHU library display cases or in any other suitable arrangement.

Name signed _____ Date _____

Description of art/artifact. Name, if any, of art/artifact. Thank you.

Dear Student: Please offer suggestions and recommendations for this course before its end while we can address them adequately.

Some possible areas of feedback:

The physical/time/space accommodations, eg time offered, room, media availability, etc

The course syllabus, the textbook, the assignments, etc.

The instructor in class and in individual advisement.

Other.

Thank you. drq

Early Take-Home Assignment

Due 9/14/11 beginning of class

Undergrads answer 3 of 5. Grads answer 5. Limit to 2 – 3 single spaced pages.
Include a least 2 sources for each answer, one of which may be your textbook.

N.B. This assignment is designed to stimulate critical thinking.

1. Identify Nancy Hooyman and H. Asuman Kiyak. Include their professions and contributions to gerontology/geriatrics.
2. Define demography. Identify 5 significance facts (stats, trends, relationships, methods, techniques, etc.) in the study of aging in the United States. Include why each of the 5 you address are significant.
3. Identify 5 significant facts (stats, trends, relationships, methods, techniques, etc.) in the study of aging internationally. Include why they are significant.
4. Speculate about the consequences of human eternal life – never dying. Social psychologists are looking for answers.
5. Comment about the humor and insight of the New Yorker cartoon. (Try out a caption.)