OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

SOWK 490 Social Work and Human Services 3
COURSE NAME/NUMBER FACULTY/DEPARTMENT UFV CREDITS

Gerontological Social Work

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is an introduction to social work practice with older adults and their families with emphasis on a strengths perspective in relation to other perspectives on aging, including the medical model of aging. Attention will be given to a variety of theories and policies related to aging and their application in social work assessment and intervention. The course will define the role of the social worker from a gerontological perspective with focus on social justice, ethics, empowerment, and collaboration with community professionals. A framework for examining policy, organization, and delivery of services to the elderly in both institutional and non-institutional settings will be explored. The course will introduce students to the economic, social, and psychological concerns of well and vulnerable elderly, including aging women, and aging populations across a range of diverse social identities.

PREREQUISITES: Admission to the BSW program. (Students in other degree programs, with a minimum of 45 credits, may be able to obtain instructor’s permission at the first class. However, they should check with their program head to see whether they can apply this course to their degree.)

COREQUISITES: PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: SSSW 490
(b) Cross-listed with:
(c) Cannot take: for further credit.

TOTAL HOURS PER TERM: 45
TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

STRUCTURE OF HOURS:
Lectures: 20 Hrs
Seminar: 25 Hrs
Laboratory: Hrs
Field experience: Hrs
Student directed learning: Hrs
Other (specify): Hrs

OTHER:
Maximum enrolment: 30
Expected frequency of course offerings: 1 section per year (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes ☐ No ☑
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☑ Yes ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☑ Yes ☐ No

Course designer(s): Dr. Pieter Steyn
Department Head: Dr. Elizabeth Dow, Director Date approved: January 2011
Supporting area consultation (Pre-UPAC) Date of meeting: January 21, 2011
Curriculum Committee chair: Date approved: January 2011
Dean/Associate VP: Dr. Rosetta Khalideen, Dean Date approved: February 18, 2011
Undergraduate Program Advisory Committee (UPAC) approval Date of meeting: February 25, 2011
LEARNING OUTCOMES:

Upon successful completion of this course, it is expected that students will be able to:

- Describe the context of social work with older adults in Canada, including demographic trends and historical issues.
- Articulate an understanding of the process of aging, including physical, cognitive, and social changes and losses, and the impact of these changes on older adults, families and caregivers.
- Examine the relationship between social work perspectives, theories and models to practice with older adults (e.g. empowerment oriented practice model, biopsychosocial model, case management model).
- Identify and analyze ethical issues encountered in social work practice with older adults, families, and caregivers.
- Identify own attitudes towards older adults and articulate the role of personal feelings, attitudes, and values in social work practice with older adults, families, and caregivers.
- Analyze differences in the aging experiences of older adults across diverse backgrounds and the impact of socio-cultural forces such as class, ethnic origin, (dis)ability, sexual orientation, sex, and gender on the functioning of older adults.
- Articulate challenges, identify gaps within, and propose changes to current social policy and services for older adults.
- Demonstrate knowledge of approaches to assessment and intervention strategies, including mental health, for use with older clients, families and caregivers.
- Demonstrate and understanding about the various roles and positions social work practitioners hold in providing services to the older population, including the role of advocate.
- Articulate an understanding of how to form and maintain collaborative and interdisciplinary team relationships in gerontological assessment and treatment settings.
- Identify the aspects of loss, grief, death and dying in late life and critically analyze the issues regarding quality of life and spirituality.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

This course will be taught using a combination of lectures, class discussions, videos, guest speakers and field visits.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s)
- Portfolio assessment
- Interview(s)
- Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]


SUPPLIES / MATERIALS:

STUDENT EVALUATION: [An example of student evaluation for this course might be:]

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Case study analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Analysis of a conversation with an older adult</td>
<td>20%</td>
</tr>
<tr>
<td>Major paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
</tbody>
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COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]

Week 1 Introduction.
Week 2 Developing a context: Gerontology in Canada, normal aging, ageism.
Week 3 Practice Models: Biopsychosocial model, case management model.
Week 4 Practice Models (continue): Empowerment oriented practice model.
Week 5 Assessment.
Week 6 Assessment (continue). Risk, suicide prevention, elder abuse.
Week 7 Home, health and community services: Financial and Caregiving issues (Policy, practice and ethical issues).
Week 8 Receiving care: Health care system. Social work interventions. (Policy, practice and ethical issues).
Week 9 Care facilities. Social Work roles. End of life issues (Policy, practice and ethical issues).
Week 10 Interdisciplinary Teams.
Week 11 Diversity within the older population.
Week 12 Cultural diversity. Indigenous elders.
Week 13 Review.
Week 14 Course expansion.