

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: SOWK 490		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Gerontological Social Work															
Course Short Title:															
Faculty: Faculty of Education, Community, and Human Development		Department: School of Social Work and Human Services													
Calendar Description: Critically analyze the physical, functional, psychological, and social aspects of aging. Students learn a client-centered perspective that promotes self-determination and quality of life while working to combat ageism. Students learn to apply theories, policies, and legislation in conjunction with assessment models and intervention techniques.															
Prerequisites (or NONE):		Admission to the Bachelor of Social Work or Master of Social Work, or permission of the School of Social Work and Human Services.													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):		None													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 32													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	25							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	20														
Tutorials/workshops	25														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: October 8, 2021													
Faculty Council approval		Date of meeting: December 10, 2021													
Undergraduate Education Committee (UEC) approval		Date of meeting: April 22, 2022													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Explore the field of gerontology and its demographic trends in Canada.
2. Recognize the dynamic roles of gerontological social work in an array of practice settings, including identifying appropriate supports and resources necessary to promote independence, self-determination, and quality of life.
3. Examine the different impacts of aging for individuals related to ability, sexuality, gender, racialization, and other diversities.
4. Analyze various forms of ageism in society, including ways to promote initiatives that empower clients.
5. Comprehend a multidimensional view of aging as it relates to physical, functional, psychological, and social dimensions.
6. Explore the social determinants of health.
7. Recognize the role of aging and elders in Indigenous contexts and communities.
8. Articulate the changing nature of the relationship between health and wellness within an aging population as it relates to various health care models.
9. Develop awareness of legislation and professional obligations associated with complex gerontological ethical issues.
10. Utilize appropriate assessment skills and intervention techniques required for working with older populations.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Project:	20%	%	%
Assignments:	80%	%	%

Details:

Assignments: 1) Reflection on a conversation with an older adult; 2) Age impairment simulation and reflective analysis; 3) Research paper and advocacy letter

Project: Community volunteering and reflective analysis

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Wister, A.	<i>Aging as a social process: Canada and beyond</i>	current
2.			
3.			
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Week 1	Introduction to gerontology and ageism
Week 2	Gerontological perspectives and theories of aging: Attitudes and values
Week 3	The role of Indigenous Elders and older adults in society
Week 4	Epidemiological transition: Health and wellness of an aging population with increased life expectancy
Week 5	The role and practice settings of the social worker in an interdisciplinary team
Week 6	Aging from a social perspective working with diverse populations
Week 7	Aging from a physical and functional perspective: The role of the social worker
Week 8	Aging from a psychological perspective: Screening tools and assessments
Week 9	Social work, clinical assessments, and interventions
Week 10	Finances, housing, and community supports: Brokering services and advocacy
Week 11	Aging as a function of cultural diversity: Indigenous issues
Week 12	Complex cases: Capability vs. incapability, safety vs living at risk, elder abuse and neglect
Week 13	Death and dying in the 21 st century: End of life care options and advanced care planning