



University of Central Florida
School of Social Work

SOW 4645 – Section 0W61 Social Services for the Elderly

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Office Hours: Tuesday 3-6pm; Wednesday 9-10am;12-1pm

Term: Fall 2008

Service Learning & Web

This section of SOW 4645 is web-based and is a UCF sanctioned service-learning class. Students will spend a minimum of twenty hours over the course of the semester in service-learning activities. This activity will address a need in our community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. We'll spend time reflecting on our service-learning experience through Web CT discussion forums, and a final journal paper integrating your experiences in the course. While there is a 20 hour minimum for service to pass the course, your service-learning efforts will be the core of much of the learning in the course. Therefore your "grade" for service-learning will come from the tangible class-related projects that you develop rather than simply from completion of the hour minimum.

In this service learning course you will be engaged in providing real services to older adults who are receiving health or social services in Central Florida. The course will require a significant commitment on your part. Your reward will be having an opportunity to learn directly from older adults in the context of a real agency providing services. The service learning activities will allow you to practice specific skills such as individual interviewing, applying problem solving techniques, and developing and implementing group activities. Supporting community care for an increasingly aging population in a climate of decreasing public funding for social services requires each member of the community to envision themselves as a support to older persons with limited resources. During this course you will be engaged with your community in helping to provide support to a diverse group of community-residing elders. **No student will be expected to work on a service learning activity to which she or he has significant religious, political or moral objections. It is the student's responsibility to inform the instructor of potential objections before finalizing service learning assignments.**

Course Description:

Development of intervention skills for obtaining, providing, and improving social services in behalf of elderly persons and their families.

Objectives:

Upon completion of this course students will be able to demonstrate the following:

1. Apply a generalist model of social work using a strengths and systems perspective when intervening on behalf of the aged and their families.

2. Apply the problem solving process when working with older persons on an individual basis, when providing group services to older people, and when advancing the interests of older adults and their families through community efforts.
3. Articulate ethical considerations in relation to social work practice with and on behalf of the elderly and their families in given case situations, including ethnic minded persons, women, or persons who choose alternative lifestyles.
4. Discuss why ageism needs to be considered a special target for social work intervention and plan interventions to minimize its negative impact upon the elderly within given course assignments.
5. Assess the impact of racism, sexism, and/or differences in lifestyles upon the aged, especially the minority elderly and the older woman, and develop strategies that utilize senior citizens as social change agents in combating ageism, racism, and sexism as they impact on the elderly.
6. Explain the relationship between micro and macro intervention when working with and on behalf of the elderly and their families.
7. Discuss the use of selected theories of aging in social work practice situations with and on behalf of older adults and their families with emphasis on ethnic/racial minorities, women and persons who choose alternative lifestyles within given course assignments.
8. Demonstrate through course assignments competence in selecting and providing appropriate supportive and supplementary services to meet the special needs of older adults in their homes and within alternative or institutional settings.
9. Identify national, state, and local governmental policies and inadequacies in policies or social service programs and practices specifically established to reduce or alleviate problems of aging, prevent institutionalization of the elderly, and to advance social and economic justice for the elderly.
10. Provide selected services to older adults and their families during placement in a community organization or agency.
11. Assess the situational impact of culture, environment, and agency context on the design, availability and delivery of services to and on behalf of the aged and their families.
12. Utilize a resource file compiled during the course on national, state, and local social services for use with elders in the community.
13. Demonstrate knowledge of and ability to utilize library resources related to social services for the elderly.
14. Demonstrate use of critical thinking when identifying needs of the elderly and resources to meet those needs.

Required Text:

Wacker, R., Roberto, K., & Piper, L. (2008). *Community resources for older adults*. 3rd Edition. Thousand Oaks, CA: Pine Forge Press.

Required Supplementary Reading:

National Association of Social Workers

Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>

Evaluation of Learning and Grading

Assignments

1. **Web Exercise #1--- 10 points**

Social Work Skills Competency Test

You won't be graded on how well you complete this quiz only if you have taken the quiz.

AND

2. WebCT VISTA Orientation Module and Quiz

3. Service Learning Assignment—25 points of final grade

Complete a minimum of **20 hours of service learning** during the semester.

Service Learning Options

Your service-learning work in this Social Service for the Elderly course will involve providing a total of 20 hours of community service work at a local organization that you will choose in consultation with me. These opportunities will allow you to select from a range of activities according to your availability and interests. Your efforts will make a significant contribution to enhancing the quality of life and social relations of elders in the community served by these community organizations.

Service Learning Timeline

The *first six weeks of the course* will involve developing some practice skills, becoming familiar with community resources and helping strategies for older adults using web-based learning activities. You will also take this time to explore potential agencies in the community where you will conduct your service learning hours.

By September 30, 2008 you will need to

- identify agencies and organizations near you that you are interested in working with,
- Use WebCourses Course mail email system to discuss your interests with Dr. Gammonley and contact any agency you have a particular interest in working with,
- make contact with their volunteer coordinators or management staff,
- arrange an appointment with them if they are interested in providing you a service-learning placement,
- meet with representatives of the agency or organization to discuss your potential roles and responsibilities, plans for your training and orientation, supervision arrangements, and
- provide Dr. Gammonley with a signed agreement form between you, the agency, and Dr. Gammonley that describes (a) your dates and planned hours of service, (b) a brief description of your roles and responsibilities, (c) the name, address, email address, phone number of the agency or organization where you will conduct your service-learning activities, and (d) the name, phone number, and email address of the staff person at the agency or organization who will oversee your service learning activities.
- Mail the original signed copy of the agreement form to Denise Gammonley, Assistant Professor, School of Social Work, P.O. Box 163358, University of Central Florida, Orlando, FL 32816-3358.
- Make sure you make at keep one copy of the signed service-learning agreement form for yourself and provide your service-learning activity supervisor a copy of the agreement as well.

You may begin accruing service learning hours as soon as I have received the signed agreement form. In order to have enough time to complete the service learning hours you should begin your service learning hours no later than Week 6 of the course (September 30th).

Service learning activities will conclude at the end of Week 14 of the course (November 26th). Students must have completed all 20 hours of service learning work no later than November 26th, 2006.

Specific Service Learning Activities

Students will complete a total of 20 hours of service learning between September 24 and November 24th, 2008. Documentation of service learning activities will consist of the following;

Service Learning Hours

Students will submit a signed **“Student Hours Report” form** using the “Assignments” uploading function on WeCourses for review and approval at least 4 times between September 30th and December 2nd. Any staff or volunteer member of the agency who is present during your activities may sign off on these forms.

Life History Interview

Using a relationship established with an older adult in the community as part of the service-learning activities each student will conduct a face-to-face life history interview with an elder. In preparation for this activity students will read published guidelines for conducting a life history interview and adhere to standards of protecting confidentiality. In preparing for the interview students (working in their discussion forum teams) will develop an interview guide that addresses the following topics;

1. How unexpected life transitions, generational and family factors, and events in history influenced the elders’ life course.
2. How issues of race, ethnicity, gender, poverty, sexual orientation, religion, geography, age, or other features of difference influenced functioning.
3. How the elder sees his or her accomplishments and legacy for future generations.
4. How the elder views his or her strengths and how these strengths are helping them to cope with the aging process.
5. How the elder views historical events that have shaped the local community.
6. Time spent conducting the life history interview with an older person may count toward the 20 hours of required service learning service.

3. **Weekly Discussion Forums Assignments**

Your reflections on preparing for the service learning assignment and engaging in the service learning work will be shared with your instructor and classmates during **weekly discussion forums**. Discussion forums will begin during Week 1 of the course (Starting August 25th) and conclude at the end of week 14 (November 24th). It is expected that you will use the discussion forum to discuss your experiences, problem-solve difficulties, develop plans for the life history interview, as well as to describe your activities.

Students will be divided into small teams of 7-9 (depending on overall class size) for the discussion forum exercises. Each student will serve as a discussion forum leader for his/her team once during the semester. This activity will allow students to engage in a peer supervision exercise that will be introduced by the Instructor early in the semester.

Specific topics for each Weekly Discussion Forum will be provided by the instructor. One Weekly Discussion Forum will be devoted to developing a plan for conducting the life history interview.

Grading for the Weekly Discussion Forums

To receive full credit for each weekly discussion forum the student will need to (a) make at least 2 postings to the discussion forum, including at least 1 posting in response to a comment or an issue raised by another member of the class, and (b) incorporate material from assigned readings in at least one posting to the forum. Each posting to the forum should be at least 2 paragraphs of 2-3 sentences each.

4. **Agency Analysis Paper Assignment**

Directions for Agency Analysis Paper

After learning about the agency/organization where you intend to complete your service- learning hours write a report that describes a bit about 2 of the programs offered by the agency. Your report should address the following topics:

- a. program descriptions including a description of the services provided
- b. a description of the clients served,
- c. eligibility criteria for services,
- d. funding sources for the program,
- e. collaborating agencies and referral sources.

Interview at least one staff member or community volunteer (not another student) from the agency/organization to learn more about the program (these interviews may be conducted over the phone or via email). Write the report as if you were the social worker making a referral for a client. What information would a prospective older person or family member want to know about the program? What details concerning services would be important for them to know? What information should they consider to determine if the specific programs are appropriate for their needs?

Papers should be written in APA format, word processed using Microsoft Word and should not exceed 5 pages (not including references). Include at least one reference from the academic literature (journals, books—but not your textbook or commercial websites) and one reference from a web-site. **The Agency Visit paper must be submitted to the instructor using the upload function on the “Assignments” tab of Web Courses no later than 8:00am, October 20th, 2008**

5. **Mid-Term Quiz**

The mid-term exam will cover only material in assigned readings from the textbook. It will be a multiple-choice format, open-book, and will become available on-line during Week 9 (starting October 16th) of the course. **The mid-term quiz must be completed no later than Week 10 (October 27th, 8:00am)**.

6. **Final Journal Portfolio Assignment**

Students will summarize and integrate their learning for the semester in a final journal portfolio. Points will be awarded for integrating knowledge learned through readings with your actual experiences working collaboratively with older adults. In order to have adequate information to prepare a thoughtful and comprehensive final journal students should carefully document their service learning work after each activity. Your experiences in your service-learning assignment will be discussed during discussion forums each week so it is essential that your journal be kept up to date. You should complete a journal entry for each session of service-learning.

The final journal portfolio should incorporate outside references, adhere to APA (5th Edition) style and be no longer than 5 pages (double-spaced, not including references).

The final journal portfolio you submit will consist of:

1. Documentation of your service learning hours (copies of your student hours

and web activities

Agency Analysis Paper *10 points*

Online Mid-Term Quiz *10 points*

Service Learning Hours *25 points*
(includes service participation
and completing life history
interview)

Final Journal Portfolio *20 points*

Online Final Quiz *10 points*

Total ***100 points***

FINAL GRADE. The final grade will be calculated based on completion of the assignments listed above plus attendance and participation:

- A = 95-100 (4.0)
- A- = 90- 94 (3.75)
- B+ = 87-89 (3.25)
- B = 84-86 (3.00)
- B- = 80-83 (2.75)
- C+ = 77-79 (2.25)
- C = 74-76 (2.00)
- C- = 70-73 (1.75)
- D+ = 67-69 (1.25)
- D = 64-66 (1.00)
- D- = 60-63 (0.75)
- F = 59 or less (0.0)

Course Policies and Procedures

Course Overview and Instructional Methods:

See the BSW Student Handbook for a detailed discussion of the School of Social Work's course policies and procedures and UCF's Golden Rule <http://www.goldenrule.sdes.ucf.edu/> for a description of the University's values, class policies and procedures. Please note below general guidelines concerning the shared responsibilities of the instructor and students in this course:

Completion of Assignments:

All examinations and assignments must be completed in order to pass the course. Students may NOT elect to skip any of the exams or assignments and accept a lower grade.

Policy on Incompletes, Late Assignments, Extra Credit, Faxes & Emails:

All assignments must be turned in to the instructor using the methods indicated in the instructions for each web module. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments. Per Policy of the School of Social Work students may not submit written assignments by fax or email attachment.

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Course Schedule and Requirements:

The instructor reserves the right to make announced changes in course requirements, schedule, and assignments. Whenever possible, such changes will include student input.

Grading:

Final grades are available on MyUCF. Feedback on papers is provided through the WebCourses system. The instructor cannot provide the student with his/her final grade by phone nor can final grades be posted in the hallways of the School of Social Work. To ensure confidentiality of graded material, papers and exams cannot be left by the instructor for pick up by students in the School of Social Work Office. If the student believes the instructor has made an error in grading or marking an assignment, such errors should be brought to the instructor's attention within the week following the return of the graded assignment. Otherwise, the grade assigned will be considered correct and final.

Attendance:

Student participation is an integral part of this course. Students will be expected to assume responsibility for their own learning and to actively involve themselves in class discussions, small group exercises, and role-playing in order to develop necessary practice skills. Therefore, ongoing participation is required. Weekly internet and service learning activities will combine didactic, discussion and experiential components. Students must be prepared for each week (e.g. completed readings and other assignments PRIOR to activities); it is also expected that students will be attentive and respectful during service learning activities and that they will abide by all agency policies and procedures while providing service-learning.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Discussion Forum Decorum

- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class discussion forum sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Service-Learning Activities:

Students are required to abide by all policies and procedures governing volunteers at the agency or organization in the community where they are completing their service-learning hours. Students are expected to contribute freely to discussion and are encouraged to voice their opinions. Alternative points of view should be offered and received with tact. As social workers, we must be able to accept diversity of ideas and differences of opinion. Students should feel free to express their personal opinions as long as they are expressed in a respectful manner. As representative of the UCF students enrolled in a service-learning course have an added responsibility to conduct themselves with integrity and goodwill during all of their community interactions.

Academic Integrity:

Academic Integrity/Plagiarism

Students must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- Integrity:** I will practice and defend academic and personal honesty.
Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity: I will use my talents to enrich the human experience.
Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The **University Writing Center (UWC)** is a free resource for UCF undergraduates and graduates.

At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Special Accommodations:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings.

The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

Written Assignments:

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. Grammar, punctuation, and spelling are to be correct in all written materials submitted. Grammar, punctuation, and spelling will be considered in grading written assignments. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned without being graded. When required, references should be included using the American Psychological Association (5th Edition) style. All assignments are to be typed, double-spaced, and follow APA reference formatting. The following web sites provide additional information:

<http://www.apastyle.org/pubmanual.html>
<http://www.apastyle.org/eleceref.html>
<http://www.lib.duke.edu/libguide/citing.htm>

Journals Helpful for this Course

Social Work

Social Work in Education

Social Work with Groups

Generations

Journal of Gerontological Social Work

Journal of Community Practice

International Journal of Aging & Human Development

Social Work in Health Care

Health & Social Work The Gerontologist
Research on Social Work Practice Social Work Research

Helpful Web Sites

National Center for Gerontological Social Work Education
<http://depts.washington.edu/geroctr/index.html>

Guide to Careers in Gerontology
<http://www.aging.unc.edu/infocenter/tutorials/careers.html>

How to Research a Term Paper in Gerontology
<http://research.aarp.org/ageline/modhome.html>

American Association of Retired Persons
<http://www.aarp.org/>

American Society on Aging
<http://www.asaging.org/>

National Association of Social Workers
<http://www.naswdc.org/>

Gerontological Society of America
<http://www.geron.org/>

Florida Department of Elder Affairs
<http://elderaffairs.state.fl.us/>

Institute on Aging at the University of North Carolina at Chapel Hill
<http://www.aging.unc.edu/>

T Outline of Course Readings, Discussion Forum Assignments, and Service Learning Activities

MODULE 1- August 25, 2008 through August 29, 2008 11:59pm

Introduction to course requirements. Orientation to On-Line Instruction Defining 'Service Learning'. Exploration of our personal images of aging both as factual knowledge and as attitudes. What do we mean by "The Aging Network"?

DUE: Friday August 29th 11:59pm---STATEMENT OF UNDERSTANDING SUBMITTED VIA WebCourses Course Mail TO INSTRUCTOR

Assignments:

Social Work Skills Competency Test.---DUE September 2nd 8am

You won't be graded on how well you complete this quiz only on if you have taken the quiz.

WeBCourses Orientation Module and Quiz DUE September 2ND 8AM

Text Reading: Wacker et al., Chapters 1, 2, 3

MODULE 2 – DUE September 9, 8AM

The Older Americans Act and the Administration on Aging
The Continuum of Services in Florida: Florida Department of Elder Affairs
Theories of Help-Seeking Behavior

Assignment: Discussion Forum Exercise: Personhood Portrait

Reading: Wacker et al., Chapters 1, 2, 3

Module 3—DUE September 16, 8AM

Information & Referral
Volunteer and Intergenerational Programs
Education Programs

Assignment: Communications and Relationships Web Tutorial and Discussion Forum

Reading: Wacker et al., Chapters 4, 5, 6

Module 4- DUE September 23, 8AM

Information & Referral
Volunteer and Intergenerational Programs
Education Programs

**Assignments: (1) Communications Skills Discussion Forum
(2) Resource List for Case Study Chapter 4: "Finding & Asking for Help" p. 68-69.**

Reading: Wacker et al., Chapters 4, 5, 6

Module 5- DUE September 30, 8AM

Information & Referral
Volunteer and Intergenerational Programs
Education Programs

Assignment: Discussion Forum on Effective Practice with Older Adults

Reading: Wacker et al., Chapters 4, 5, 6

Module 6—DUE October 6, 2008 8AM

Senior Centers
Employment and Income Support
Double and Triple Jeopardy

Reading: Wacker et al., Chapters 7, 8, 9

Assignment: Discussion Forum: Reflections on 1st Week in Service Learning Activity

Service Learning Activities Begin This Week

Module 7 – DUE October 13, 2008 8AM

Nutrition and Meal Programs
Health and Wellness

Assignment: Discussion Forum: Reflections on 1st Week in Service Learning Activity

Reading: Wacker et al., Chapters 10, 11

Module 8 DUE- October 20 – 8AM

Health and Wellness (continued)
Reading: Wacker et al., Chapters 10, 11

Assignment Due: Agency Analysis Paper

Module 9 - DUE October 27—8AM

Mental Health Services

Reading: Wacker et al., Chapters 12

Assignment: Discussion Forum: Reflections on Mental Health in Service Learning Experiences

MODULE 10 – DUE November 3, 8AM

Assignment: Mid-Term Examination

Reading: Wacker et al., Chapters 13

MODULE 11 – DUE November 10, 8AM

Legal Services
Guardianship & Capacity Determination
Elder Abuse and Neglect
Transportation
Housing

Readings: Wacker, et al, Chapter 13, 14 and 15

Assignment: Discussion Forum: Reflections on Legal Issues in Service Learning Experiences

MODULE 12 – DUE November 17, 8AM

Case Management
Home Care Services

Reading: Wacker et al., Chapters 16, 17

Assignment: Discussion Forum: Reflections on in Service Learning Experiences

MODULE 13 – DUE November 24, 8AM

Long-Term Care and Respite
Reading: Wacker et al., Chapters 18, 19

Assignment: Post a copy of your Interview Guide for your Life History Interview to this week's Discussion Forum. Share ideas with your classmates for conducting the interview.

Service Learning Hours should be completed by this week.

MODULE 14---DUE December 2, 8AM

Assignment: Finish your Life History Interview and Paper; Prepare for the final exam and prepare your final project portfolio.

Reading: Wacker et al., Chapters 20

Week 15 – DUE December 9, 8AM

**Assignment Due: Final Project Portfolio
Final Quiz Due**

Supplementary Reading List

- Administration on Aging. (2008). Older Americans Update: 2008: Key Indicators of Well-being Retrieved August 20, 2008, from US Department of Health and Human Services, Administration on Aging web site:
http://agingstats.gov/agingstatsdotnet/main_site/default.aspx
- Baron, A. & Cramer, D. W. (2000). Potential counseling concerns of aging lesbian, gay, and bisexual clients. In R. M. Perez, K.A. DeBord, & K. J. Bieschke (Eds.) Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients (pp.207-223). Washington, DC: American Psychological Association.
- Cox, E., & Parsons, R. J. (1994). Understanding powerlessness among the elderly. In Empowerment-oriented social work practice with the elderly (pp.17-30). Belmont, CA: Wadsworth.
- Cox, E., & Parsons, R. J. (1994). The empowerment oriented practice model. In Empowerment-oriented social work practice with the elderly (pp.31-59). Belmont, CA: Wadsworth.
- Moody, H.R. (2002). Should older people be protected from bad choices? In Aging: Concepts and controversies (4th ed., pp. 93-119). Thousand Oaks, CA: Sage Publications.
- National Academy on an Aging Society. (2000, February). At risk: Developing chronic conditions in later life. In Challenges for the 21st century: Chronic and disabling conditions. Retrieved June 10, 2002 National Academy on an Aging Society website:
<http://www.agingsociety.org/risk.pdf>
- Simmons, P.D., & O'Brien, J.G. (1999). Ethics and aging: Confronting abuse and self-neglect. Journal of Elder Abuse & Neglect, 11(2), 33-54.
- Tracy, E.M., & Whitaker, J.K. (1990, October). The social network map: Assessing social support in clinical practice. Families in Society, pp. 466.
- U.S. Public Health Service. (1999). Mental health: A report of the Surgeon General (Chapter 5: Older Adults and Mental Health, pp. 336-401). Washington, D.C.: U.S Department of Health and Human Services.
<http://www.surgeongeneral.gov/library/mentalhealth/chapter5/sec1.html>
- Lewis, J.S. (1996). Sense of coherence and the strengths perspective with older persons. Journal of Gerontological Social Work, 26(3/4), 99-112.