



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work

Course Outline

SOWK 531 – Social Work Practice in the Field of Aging

3 credits

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

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| Year/Term | Winter 2020 (Term 2) January 14 – April 15, 2021 |
| Course Title | SOWK 531 Social Work Practice in the Field of Aging 3 credits |
| Course Schedule & Location | Thursdays, 2:00 pm – 5:00 pm Pacific Standard Time Online |

| Instructor | Office Location | Office Phone | Email address |
|---------------------|-------------------------------|---------------------|------------------------|
| Deborah O'Connor | Room 332 | 604-822-5299 | Deborah.oconnor@ubc.ca |
| Office Hours | After class or by appointment | | |

COURSE OUTLINE Winter 2021 – REVISED FEBRUARY 2, 2021

PREREQUISITES AND/OR COURSE RESTRICTIONS

There are no prerequisites for this course.

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 issues related to practice with older adults, their families and those 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 FORMAT

Classroom activities incorporate a diverse range of approaches including: lecture, small group discussion, case study development.... **I am still working to accommodate virtual learning environment so do please provide feedback if there are some strategies that work better than others and/or you have suggestions for activities you think might be useful.**

OBJECTIVES

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.
 3. Incorporate current research/interventions into personal Social Work practice.
 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 practice skills in relation to these two topics
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READINGS

Required Text

Hulko, W., Brotman, S., Stern, L. & Ferrer, I. (2020) *Gerontological Social Work in Action: Anti-Oppressive Practice with Older Adults, their Families, and Communities*. Routledge.

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.

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' those 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 for posting interesting resources. Please note that the readings for this course are top-loaded – in other words, they are much heavier at the beginning of the course and get lighter as the course unfolds.

Additional Recommended-only Text

Dementia-Specific

Bartlett, R. & O'Connor, D. (2010) *Broadening the Dementia Lens: Toward Social citizenship*. London: Policy Press.

I will be using several chapters from this text.

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

Fook, J. (2016) *Social Work: A critical approach to practice*, 3rd edition. Los Angeles: SAGE.

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 understanding and practice. You will work both individually and as part of a group on this topic. Your research on this topic will be presented three steps:

1. Annotated Bibliographies

Prepare one annotated bibliography relevant to the theme of your presentation. The annotation should include a brief overview of the article (providing sufficient detail that your colleagues will be able to use this information), and discuss its relevance to social work practice (i.e., How does it help you think about your practice? Why did you select it as relevant/important?). 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.

When selecting, try to get current (or classic) article and pay particular attention to insuring it's relevance to Social Work practice. If you are working as a group or pair, I encourage you to Include at least one relevant and current policy document.

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 1 - 1.5 pages single-spaced.

Due: March 4, 2021

Value 15% of final grade (see attachment for grading criteria)

2. 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 it 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 8, 2021 – Actual date will not be finalized until early March so BE PREPARED TO GO FIRST!

Value: 30% of final grade (see attachment for suggested grading criteria)

3. 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 – extensions are possible if you are not worried about having final grades submitted in time for a May convocation.

Value: 40% of final grade (See attachment for suggested grading criteria)

4. Class participation

The success of this course will depend upon creating a supportive, interactive environment will everyone feels comfortable and willing to contribute and participate. I will be asking you to provide a self-evaluation of how you think your participation should be evaluated.

Due: April 15 (or with final paper)

Please note: if you have another idea for an assignment that you think would be more relevant to your learning needs AND is consistent with the course objectives, please feel free to discuss it with me.

COURSE SCHEDULE

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| SESSION 1: | January 14 |
| TOPIC: | Introduction – Setting the stage |
| READING: | <p><u>Recommended</u> Spitzer, W. & Davidson, K. (2013) Future Trends in Health and Health Care: Implications for Social Work Practice in an Aging Society, <i>Social Work in Health Care</i>, 52:10, 959-986, DOI: 10.1080/00981389.2013.834028</p> <p>Ivanova, I., with S. Daub, M. Cohen and J. Jenkins (April 2017) <i>Poverty and Inequality Among British Columbia’s Seniors</i>. Vancouver, Canadian Center for Policy Alternatives (CCPA) https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2017/04/ccpa-bc_seniors-inequality.pdf</p> |
| SESSION 2: | January 21 |
| TOPIC: | Thinking Critically: Developing a Context for Social Work Practice I |
| READING: | <p><u>Required:</u> Hulko et al., chapter 1, 4</p> <p><i>FrameWorks Institute</i> (2017) Framing Strategies to Advance Aging and Address Ageism as Policy Issues <i>Frame Brief</i> http://www.frameworksinstitute.org/toolkits/aging/elements/items/aging_frame_brief.pdf</p> <p>Hans-Joerg Ehni & Hans-Werner Wahl (2020) Six Propositions against Ageism in the COVID-19 Pandemic, <i>Journal of Aging & Social Policy</i>, 32:4-5, 515-525, DOI: 10.1080/08959420.2020.1770032</p> <p><u>Exemplar – Aging within Indigenous Culture and Place</u></p> <p>Guest Speaker: Elder Roberta Price</p> |

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| | <p><u>Required Reading:</u> Ranzijn, R. (2010) Active Aging - Another way to oppress marginalized and disadvantaged Elders? Aboriginal Elders as a Case Study. <i>Health Psychology</i> 15(5), 716 – 723</p> <p>OR</p> <p>Wilson, K., Rosenberg, M. & Aboni, S. (2011) Aboriginal peoples, health and healing approaches: The effects of age and place on health , <i>Social Science & Medicine</i> 72 355e364</p> <p><u>Additional supplemental – NOT required :</u> Liang, J. & Baozhen, L. (2012) Toward a discourse shift in social gerontology: From successful aging to harmonious aging. <i>J. of Aging Studies</i>, 26, 327-334.</p> <p>Sweetland, J., Volmert, A., O’Neil, M. (2017) Finding the Frame: An empirical approach to reframing Aging and Ageism. Frameworks Institute. http://frameworksinstitute.org/assets/files/aging_elder_abuse/aging_research_report_final_2017.pdf</p> <p>Chrisler, Barney & Palatino (2016). Ageism can be Hazardous to Women’s Health: Ageism, Sexism, and Stereotypes of Older Women in the Healthcare System. <i>Journal of Social Issues</i>, Vol. 72, No. 1, 2016, pp. 86--104 doi: 10.1111/josi.12157</p> <p>Weicht, B. (2013) The Making of the Elderly: Constructing the subject of care. <i>Journal of Aging Studies</i> 27 (2013) 188–197</p> <p>Pritchard-Jones, L. (2017) Ageism and Autonomy in Health Care: Explorations Through a Relational Lens <i>Health Care Analysis: HCA</i> 25(1): 72-89.</p> <p>Higgs, P. & Gilleard, C. (2020) The ideology of ageism versus the social imaginary of the fourth age: two differing approaches to the negative contexts of old age. <i>Ageing & society</i>, 40, 1617-1630 doi:10.1017/S0144686X19000096</p> <p>Burnes, D., Sheppard, C., Henderson, C., Wassel, M., Cope, R. (2019) Interventions to Reduce Ageism Against Older Adults: A Systematic Review and Meta-Analysis <i>American Journal of Public Health</i>, 109 (8), E1-E9.</p> |
| SESSION 3 | January 28 |
| TOPIC | Setting a Context (cont’d) – ‘Normal’ aging |
| READING | <p>Hulko et al., chapter 12</p> <p>Chrisler, Barney & Palatino (2016). Ageism can be Hazardous to Women’s Health: Ageism, Sexism, and Stereotypes of Older Women in the Healthcare</p> |

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| | <p>System. <i>Journal of Social Issues</i>, Vol. 72, No. 1, 2016, pp. 86--104 doi: 10.1111/josi.12157</p> <p><u>Exemplar: Sexuality, sexual orientation and gender</u></p> <p>Hagai, E. B., Annechino, R., Young, N., & Antin, T. (2020 Dec 19 on-line) Intersecting sexual identities, oppressions, and social justice work: Comparing LGBTQ Baby Boomers to Millennials who came of age after the 1980s AIDS epidemic doi-org.ezproxy.library.ubc.ca/10.1111/josi.12405</p> <p><u>Guest Speaker: Brian O’Neill</u></p> <p><u>Recommended</u></p> <p>Heywood, W., Minichiello, V., Lyons, A., Fileborn, B., Hussain, R., Hinchliff, S., Malta, S., Barrett, C., & Dow, B. (2019) The impact of experiences of ageism on sexual activity and interest in later life. <i>Ageing & Society</i> 39 (4), 795 – 814. DOI: https://doi.org/10.1017/S0144686X17001222</p> <p>King, A., Almack, K., & Jones, R. (2019) <i>Intersections of ageing, gender and sexualities: Multidisciplinary international</i>, Policy Press</p> |
| SESSION 4: | January 28 |
| TOPIC: | Conceptualizing Practice: Exploring the link between theory and practice for gerontological social work |
| READING: | <p><u>Required Readings</u> Hulko et al., chapters 2 & 3,</p> <p><u>Exemplar – Abuse against older adults</u> Hulko, chapter 10</p> <p><u>Other Recommended Articles</u> Cox, C. & Pardasani, M. (2017) Aging and Human Rights: a Rights-Based Approach to Social Work with Older Adults, <i>J. Hum. Rights Soc. Work</i> (2017) 2:98–106</p> <p>O'Connor, D. (2003) Anti-oppressive practice with older adults: A feminist post-structuralist perspective In W. Shearer (ed.) <i>Emerging Perspectives on Anti-Oppressive Practice</i>. Toronto: Canadian Scholars</p> <p>Teater, Barbra & Chonody, J. (2018) Promoting Actively Aging: Advancing a Framework for Social Work Practice With Older Adults. <i>Families in Society: The Journal of Contemporary Social Services</i>: Vol. 98, No. 2, pp. 137-145.</p> <p>https://www.frameworksinstitute.org/toolkit/talking-elder-abuse/</p> |

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| | <ul style="list-style-type: none"> • https://www.frameworksinstitute.org/wp-content/uploads/2020/05/elder_abuse_tk_key_points.pdf |
| Session 5 | February 11 |
| TOPIC: | Beyond the Biomedical: Human Rights (Citizenship) and Person-centered Approaches Using Dementia as the Exemplar |
| READING: | <p>Sam Fazio, Douglas Pace, Janice Flinner, Beth Kallmyer; The Fundamentals of Person-Centered Care for Individuals With Dementia, <i>The Gerontologist</i>, Volume 58, Issue suppl_1, 18 January 2018, Pages S10–S19, https://doi.org/10.1093/geront/gnx122</p> <p>Cahill, S. (2020) New analytical tools and frameworks to understand dementia: what can a human rights lens offer? <i>Ageing & Society</i> 1–10 doi:10.1017/S0144686X20001506</p> <p>O’Connor, D., Phinney, A., & Hulko, W. (2010) Dementia at the intersections: A unique case study exploring social location. <i>J. of Aging Studies</i> 24(1)</p> <p>Goldberg, Lynette R; Cox, Terrance; Ha, Hoang; Baldock, Dianne (2018) Addressing dementia with Indigenous peoples: a contributing initiative from the Circular Head Aboriginal community. <i>Australian and New Zealand Journal of Public Health</i> 42(5). 424-426</p> <p><u>Additional Recommended</u></p> <p>O’Connor, D., Mann, J. & Weirsmas, E. (2018) Stigma, discrimination and agency: Diagnostic disclosure as an everyday practice shaping social citizenship, <i>J. of Aging Studies</i> 44, March 2018, 45-51</p> <p>Canadian Dementia Framework https://www.canada.ca/en/public-health/services/publications/diseases-conditions/dementia-strategy.html</p> <p>Dementia Charter of Rights https://ilivewithdementia.ca/wp-content/uploads/2018/12/as_charter-of-rights-for-people-with-dementia.pdf</p> <p>Bartlett, R. L. & O’Connor, D. (2010) <i>Broadening the Lens of Dementia Care</i>, Chapters 2-5. London: Policy Press (Chapter 2&3 are theoretical, chapter 4&5 develop practice)</p> <p>Hulko et al., chapter 7</p> <p>Orulv, L. (2012) Reframing Dementia in Swedish Self-Help Group Conversations: Constructing Citizenship. <i>J. Self-Help & Self Care</i>, Vol. 6(1) 9-41, 2012</p> |

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| SESSION 6 | February 18 – NO CLASS, SPRING BREAK |
| SESSION 7 | February 25 |
| TOPIC | Assessment (Mental Health, Risk, Decision-making, Capacity & Undue Influence) |
| READINGS | <p><u>Required</u> Hulko et al., chapter 8, 9</p> <p><u>Exemplar: Mental Health Assessments</u></p> <p>Xavier Cattarinicha, Nancy Gibsonb, & Andrew J. Cave (2001) Assessing mental capacity in Canadian Aboriginal seniors , <i>Social Science & Medicine</i> 53 (2001) 1469–1479</p> <p>T. J. Welsh, A. L. Gordon, J. R. Gladman (2014) Comprehensive Geriatric Assessment for Non-Specialist. <i>International Journal of Clinical Psychiatry</i> 68, 3, 290–293</p> <p>Grossman, M. & Irwin, D. (2016) The Mental Status Examination in Patients with suspected Dementia. <i>Continuum</i>, 22(2), 385-403.</p> <p><u>ReAct Presentation (3 – 4:00) – Use of Sec 59 (Emergency Provisions) under AGA</u></p> <p><u>Recommended</u> Saczynski, J., Inouye, S., Guess, J., Jones, R., Fong, T., Nemeth, E., Hodara, A., Ngo, L., & Marcantonio, E. (2015) The Montreal Cognitive Assessment: Creating a crosswalk with the mini-mental state examination. <i>JAGS</i> 63 (11)</p> <p>Gallo, J.J. and Lebowitz, B.D. (1999). The epidemiology of common late-life mental disorders in the community: Themes for a new century. <i>Psychiatric Services</i>, 50(9). www.ps.psychiatryonline.org/article.aspx?articleid=83333.</p> |
| SESSION 8: | March 4 |
| TOPIC: | Assessment cont'd (Mental Health, Risk, Decision-making, Capacity & Undue Influence)Risk, Decision-making and Capacity) |
| READING: | <p><u>Readings</u> Webb, P., Davidson, G., Edge, R., Falls, D., Keenan, F., Kelly, B., McLaughlin, A., Montgomery, I., Mulvenna, C., Norris, B., Owens, A., & Irvine R. (2020) Key components of supporting and assessing decision making ability. <i>International Journal of Law and Psychiatry</i>, 27 https://doi-org.ezproxy.library.ubc.ca/10.1016/j.ijlp.2020.101613</p> |

Moye, J. & Marson, D. C. (2007). Assessment of decision-making capacity in older adults: An emerging area of practice and research. *Journal of Gerontology: Psychological Sciences*, 62B(1), P3–P11 and/or

O'Connor, D. (2020) *Practicing social citizenship in a context of compromised decision-making capacity: Realizing and Protecting Human Rights*. *Elder Law Review*, 12

https://www.westernsydney.edu.au/_data/assets/pdf_file/0017/1633040/JANUARY_2020_D_OCONNOR_Citizenship_and_assessing_incapacity.pdf

BACKGROUND - Read if you want increased familiarity with available tools

O'Connor, D. (2019) *Incapacity Assessments: A review of Assessment and Screening Tools, Final Report*. Report commissioned by the Public Guardian and Trustee's Office.

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

ABA- APA Guidelines for Assessing Capacity. (2007)
<https://www.apa.org/pi/aging/programs/assessment/>

BC Public Guardian & Trustee: A guide to the assessment of Incapacity 2.1:
<https://www.trustee.bc.ca/reports-and-publications/Documents/A%20Guide%20to%20the%20Certificate%20of%20Incapacity%20Process%20under%20the%20Adult%20Guardianship%20Act.pdf>

BC PGT: Adult Guardianship Act Practice Guidelines Part 3

Other Recommended

O'Connor, D. (2010) Personhood and Dementia: Toward a relational framework for assessing decision-making capacity. *Journal of Mental Health Training, Education & Practice*. 5(3):22-38.

CLASS EXERCISE

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>

Important Practice Document

Recommended

Davidson, G., Brophy, L. & Campbell, J. (2016) Risk, Recovery and Capacity: Competing or complementary approaches to mental health social work. *Australian Social Work*, 69(2)

Culo, S. (2011). Risk assessment and intervention for older adults. *British Columbia Medical Journal*, 53(8), 421-425. www.bcmj.org/articles/risk-assessment-and-intervention-vulnerable-older-adults

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| | <p>Cairncross, M., Peterson, A., Lazosky, A., Gofton, T., & Weijer, C. (2016) Assessing Decision-making capacity in patients with communication impairments: a Case study. <i>Cambridge Quarterly of Healthcare ethics</i>, 25, 691-699. Doi:101017/S0963180116000414</p> <p>STRONGLY RECOMMENDED FOR A CASE BASED ANALYSIS OF BC LEGISLATION</p> <p><u>Exemplar: Margot Bentley case</u></p> <p>http://www.vancouversun.com/health/Pete+McMartin+Court+rules+year+Abbotsford+Alzheimer+patient+must+spite+living+will/9464670/story.html</p> <p>Judge's ruling regarding Margot Bentley (PDF – to be provided)</p> <p>http://www.academia.edu/31060531/Editorial_on_Ethics_Evolving_ethical_and_legal_implications_for_feeding_at_the_end_of_life</p> |
| SESSION 9: | March 11 |
| TOPIC: | Caring, caregiving and Community Caring** |
| READING: | <p><u>Reading</u> Hulko et al., chapter 6 & 11</p> <p>Andruske, C. & O'Connor, D. (2020) Family care across diverse cultures: Re-envisioning using a transnational lens. <i>J. of Aging Studies</i> 55 https://doi.org/10.1016/j.jaging.2020.100892</p> <p><u>Guest Speaker:</u> Carolyn Jack, family carer</p> <p><u>Recommended</u> Van Hees, S., Horstman, K., Jansen, M. & Ruwaard, D. (2018) How does an aging policy translate into professional practices? An analysis of kitchen table conversations in the Netherlands. <i>European Journal of Social Work</i> 23(2), 215-226. https://doi.org/10.1080/13691457.2018.1499610</p> <p>Plouffe, L., S. Garon, J. Borwnoff, E. Doneida, M. Foucault (2012/2013) Advancing Age-Friendly Communities in Canada. <i>Canadian Review of Social Policy</i> 68/69, p. 24 – 38.</p> <p>Evelyne Durocher, Elizabeth Anne Kinsella, Barbara E. Gibson, Susan Rappolt & Carolyn Ells (2018): Engaging older adults in discharge planning: case studies illuminating approaches adopted by family members that promote relational autonomy, <i>Disability and Rehabilitation</i>, DOI: 10.1080/09638288.2018.1483430</p> |

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| | <p>Calasanti, T. (2019) On the intersections of age, gender and sexualities in research on ageing. Ch. 1 in <i>Intersections of ageing, gender and sexualities: Multidisciplinary international perspectives</i> by King, A., Almack, K., & Jones, R. Policy Press</p> <p>Phinney, A., Nelson, E., Baumbusch, J., O'Connor, D., & Purves, B. (2016) Walking in the Neighbourhood: Performing Social Citizenship in Dementia. <u><i>Dementia: International Journal of social research and practice</i></u> 15(3)</p> <p>Geoffrey J. Hoffman , Noah J. Webster & Julie P. W. Bynum (2020) A Framework for Aging-Friendly Services and Supports in the Age of COVID-19, <i>Journal of Aging & Social Policy</i>, 32:4-5, 450-459, DOI: 10.1080/08959420.2020.1771239</p> <p><u>Supplemental Aging in Place</u> Yee, B.W.K. (2009). The social and cultural context of adaptive aging by South-Eastern Asian elders in <i>The Cultural Context of Aging: Worldwide Perspectives</i>, (ed) J. Sokolovsky, Westport, Conn.: Greenwood Publishing. www.faculty.usfsp.edu/jsokolov/webbook/yee.pdf</p> <p>Chen, Sheying (2012) Historical and Global Perspectives on Social Policy and “Aging in Community”. <i>Ageing International</i>, 37:1-15 DOI 10.1007/s12126-011-9136-x</p> <p>Black, K., Dobbs, D., & Young, T. (2015) Aging in Community: Mobilizing a new paradigm of older adults as a core social resource. <i>J. of Applied Gerontology</i>, 34(2), 219-243</p> <p><u>Supplemental – End-of- Life and Ethics of Care</u> Caxaj, C. S., Schill, K. & Janke, R. (2017) Priorities and challenges for a palliative approach to care for rural indigenous populations: <i>A scoping review Health and Social Care in the Community</i>, 26(3 https://doi-org.ezproxy.library.ubc.ca/10.1111/hsc.12469</p> |
| SESSION 10: | March 18 |
| TOPIC: | End of Life |
| READINGS: | <p><u>Required</u> Brown, L. & Walter, T. (2014) Towards a Social Model of End-of-Life Care, <i>The British Journal of Social Work</i>, Volume 44, Issue 8, 1 Pages 2375–2390, https://doi-org.ezproxy.library.ubc.ca/10.1093/bjsw/bct087</p> <p>Chochinov, H.M. & Frazee, C. (2016) Commentary: Finding a balance: Canada’s law on medical assistance in dying, <i>Lancet</i>, 388 (10044)</p> |

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| | <p>Upshur, R. (2016) Commentary: Unresolved Issues in Canada’s law on physician-assisted dying <i>Lancet</i> 388 (10044)</p> <p>Shaw, D., Trachsel, M. & Elger, B. (2018) Assessment of decision-making capacity in patients requesting assisted suicide. <i>British Journal of Psychiatry</i>, 213(1) 393-395 https://doi.org/10.1192/bjp.2018.81</p> <p>Prince, H., Nadin, S., Crow, M., Maki, L., Monture, L., Smith, J., & Kelley, M. L. (2019). “If you understand you cope better with it”: The role of education in building palliative care capacity in four first nations communities in canada. <i>BMC Public Health</i>, 19 doi:http://dx.doi.org.ezproxy.library.ubc.ca/10.1186/s12889-019-6983-y</p> <p><u>Recommended</u></p> <p>Fujioka, J.K., Mirza, R. M., McDonald, L. & Klinger, C. (2018) Implementation of Medical Assistance in Dying: A Scoping Review of Health Care Providers’ Perspectives, <i>Journal of Pain and Symptom Management</i> Vol. 55 No. 6</p> |
| SESSION 12: | March 25 |
| TOPIC: | Student Presentations |
| SESSION 13: | April 1 |
| TOPIC: | Student Presentation |
| SESSION 14: | April 8 |
| TOPIC: | Pulling it together: Where to from here? |
| READING: | <p>Hulko et al., chapter 13</p> <p>Ward, L. & Barnes, M. (2016) Transforming Practice with Older People through an Ethic of Care <i>British Journal of Social Work</i> (2016) 46, 906–922</p> <p><u>Recommended</u></p> <p>*Harford Partnership Program for Aging Research (2010) Social Work Competences: Moving Toward Leadership. www.socialworkleadership.org/nsw/ppp/moving_towards_leadership.pdf</p> <p>Rizzo, V. & Rowe, J. (2014) Cost-Effectiveness of Social Work Services in Aging: An Updated Systematic Review Research on Social Work Practice 2016, Vol. 26(6) 653-667^[11]_{SEP} DOI: 10.1177/1049731514563578 rsw.sagepub.com</p> |

COURSE ASSIGNMENTS: GRADING CRITERIA:

1. Assignment 1 - Annotated Bibliography

a) Content (6)

- 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. (i.e., 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;
- Ability to promote critical thinking;

c) Communication (3)

- clear, well-written, good sentence-structure, logical development

2. Assignment 2 - Class Presentations

a) Content (30)

- develop salient overview of the issue/case (be careful about providing too much detail/information!);
- contextualize issue (i.e., 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.

3. 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; draws in relevant course readings
- 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 – i.e., 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 (e.g., well developed and logically sequenced; continuity between initial orientation, body and final summary, clear progression between paragraphs);
- Style (e.g., 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 (e.g., abstract) per APA guide

SCHOOL/COURSE POLICIES

Attendance

The attendance policy is in the student handbook on page 11.

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

| UBC GRADING CRITERIA | | | |
|----------------------|---------------|-----------|---|
| Letter Grade | Percent Range | Mid-Point | |
| A+ | 90-100 | 95 | 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. |
| A | 85-89 | 87 | |
| A- | 80-84 | 82 | |
| B+ | 76-79 | 77.5 | 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. |
| B | 72-75 | 83.5 | |
| B- | 68-71 | 69.5 | |
| C+ | 64-67 | 65.5 | 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. |
| C | 60-63 | 62.5 | |
| C- | 55-59 | 57 | |
| D | 50-54 | 52 | 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. |
| F | 0-49 | | Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper. |