



# School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

*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.

## COURSE INFORMATION

<b>Year/Term/Dates</b>	Winter 2022-23, Term 1, September 8–December 5, 2022
<b>Course Title</b>	SOWK 531: Social Work Practice in the Field of Aging
<b>Credit Value</b>	3 credits
<b>Course Schedule</b>	Thursdays, 2-5pm
<b>Course Location</b>	Jack Bell Building, 2080 West Mall, Room 200

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Deborah O'Connor	Jack Bell Building Room 332	604.822.5299	deborah.oconnor@ubc.ca
<b>Office Hours</b>	After class or by appointment.		

## Prerequisite and/or Corequisite

There are no pre-requisites 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 Structure and Learning Activities

Classroom activities incorporate a diverse range of approaches including: lecture, small group discussion, case study development and guest speakers. This course is planned as an in-person course but may integrate some virtual class time depending upon class preferences.

## Learning Outcomes

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.

## Required Textbook(s) and Learning Materials

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 Canadian text that clearly takes a critical lens consistent with a social justice approach to social work.

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 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*, 3<sup>rd</sup> 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 in two steps.**

#### **1. Class presentation (may be individual or group)**

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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 around one presentation, or as a group of individuals who have coordinated your work efforts in order to avoid duplication of content.

It is expected that this presentation will form the foundation for your final paper (see assignment 2) so will undoubtedly contain considerable overlapping content. However, be careful that you do not present too much content during your presentation!!!! An important part of this assignment is 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.

*Please include for your peers at least one recommended reading reference for anyone who wants to know more about your topic/presentation.*

Due: presentations will take place between Nov. 17 and Dec 1 – **Actual date may not be finalized until early November so BE PREPARED TO GO FIRST!**

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

## **2. Major Paper: 16-20 pages – this can be a group or individual paper**

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The two previous assignments are seen as building blocks to this final paper. (See initial outline of assignment for more detail). We will discuss this assignment further in class, but basically, the purpose of this paper is to select an area of practice that intrigues you (or you find challenging) and, drawing on relevant theory, develop a grounded practice framework for addressing this issue. Consider for example how a particular theory/lens helps you understand the situation/issue and how it directs ideas about intervention. Feel free to base this paper around a case study developed from your practice.

Due: December 15

Value: 50% of final grade (See attachment for suggested grading criteria)

## **3. Class participation**

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The success of this course will depend upon creating a supportive, interactive environment where everyone feels comfortable and willing to contribute and participate. I will be asking you to provide a self-evaluation (up to one page) of how you think your participation should be evaluated. I will be considering your self-reflections and rational in addition to my own observations.

Due: December 15 (or with final paper)

Value: 20% of final grade

***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**

**Please note: Readings are top-loaded for September and October with minimal required reading in November.**

<b>SESSION 1:</b>	<b>September 8, 2022</b>
<b>TOPIC:</b>	<b>Introduction – Setting the Stage</b>
<b>READINGS/ VIDEOS:</b>	<p><b><u>Recommended</u></b></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)  <a href="https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2017/04/ccpa-bc_seniors-inequality.pdf">https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2017/04/ccpa-bc_seniors-inequality.pdf</a></p>
<b>SESSION 2:</b>	<b>September 15, 2022</b>
<b>TOPIC:</b>	<b>Thinking Critically: Developing a Context for Social Work Practice</b>
<b>READINGS/ VIDEOS:</b>	<p><b><u>Required:</u></b>  Hulko et al., chapter 1, 4</p> <p>Meiko, M., Mas-Bleda, A., Stuart, E. et al. (2021) <a href="#">Ageing, old age and older adults: a social media analysis of dominant topics and discourses</a> <i>Ageing and society</i>, Volume 41, Issue 2</p> <p><u>Exemplar: Gender, sexuality and sexual orientation</u></p> <p>Chen, J., McLaren, H., Jones, M., &amp; Shams, L. (2022). <i>The aging experiences of LGBTQ ethnic minority older adults: A systematic review</i>. <i>Gerontological Society</i>, 62(3). Doi:10.1093/geront/gnaa134</p> <p><u>Guest Speaker: Ann</u></p> <p>Heywood, W., Minichiello, V., Lyons, A., Fileborn, B., Hussain, R., Hinchliff, S., Malta, S., Barrett, C., &amp; Dow, B. (2019) The impact of experiences of ageism on sexual activity and interest in later life. <i>Ageing &amp; Society</i> 39 (4), 795-814.  DOI: <a href="https://doi.org/10.1017/S0144686X17001222">https://doi.org/10.1017/S0144686X17001222</a></p> <p>Chrisler, Barney &amp; 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>Hurd, L., Mahal, R., Wardell, A., Liang, A. (2022) “There were no words”: Older LGBTQ+ persons' experiences of finding and claiming their gender and sexual identities. <i>J. of Aging Studies</i> 60(Mar).  <a href="https://doi.org/10.1016/j.jaging.2022.100999">https://doi.org/10.1016/j.jaging.2022.100999</a></p> <p>Liang, J. &amp; Baozhen, L. (2012) Toward a discourse shift in social gerontology: From successful aging to harmonious aging. <i>J. of Aging</i></p>

	<p>Studies, 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.  <a href="http://frameworksinstitute.org/assets/files/aging_elder_abuse/aging_research_report_final_2017.pdf">http://frameworksinstitute.org/assets/files/aging_elder_abuse/aging_research_report_final_2017.pdf</a></p> <p>Higgs, P. &amp; 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 &amp; 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> <p>Hans-Joerg Ehni &amp; Hans-Werner Wahl (2020) Six Propositions against Ageism in the COVID-19 Pandemic, <i>Journal of Aging &amp; Social Policy</i>, 32:4-5, 515-525, DOI: 10.1080/08959420.2020.1770032</p>
<b>SESSION 3:</b>	<b>September 22, 2022</b>
<b>TOPIC:</b>	Setting a Context for practice (cont'd) – 'Normal' aging?
<b>READINGS/ VIDEOS:</b>	<p>Hulko et al., chapter 12</p> <p><u>Exemplar – Aging within Indigenous Culture and Place</u></p> <p>Chaneesa R., Jackson, R., Gabel, C., King, A., Masching, R., &amp; Elder Cliff Thomas. Successful Aging: Indigenous Men Aging in a Good Way with HIV/AIDS, <i>Canadian Journal on Aging / La Revue canadienne du vieillissement</i> 39 (2) : 305–317 (2020)  doi:10.1017/S071498081900049</p> <p><u>Guest Speaker:</u> Elder Roberta Price</p> <p><b><u>Recommended Supplemental if interested in further reading on topic (NOT REQUIRED)</u></b></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>
<b>SESSION 4:</b>	<b>September 29, 2022</b>

<b>TOPIC:</b>	<b>Conceptualizing Practice: Exploring the link between theory and practice for gerontological social work</b>
<b>READINGS/ VIDEOS:</b>	<p><b>Required Readings</b>  Hulko et al., chapters 2 &amp; 3</p> <p>Payne, M. (2019) Social work theory and older people. In The Routledge handbook of social work theory. Routledge, pp. 461-473.</p> <p><u>Exemplar – Abuse against older adults</u></p> <p>Hulko, chapter 10</p> <p><a href="https://www.frameworksinstitute.org/toolkit/talking-elder-abuse/">https://www.frameworksinstitute.org/toolkit/talking-elder-abuse/</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.frameworksinstitute.org/wp-content/uploads/2020/05/elder_abuse_tk_key_points.pdf">https://www.frameworksinstitute.org/wp-content/uploads/2020/05/elder_abuse_tk_key_points.pdf</a></li> </ul> <p><b>Other Recommended BUT NOT REQUIRED</b></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>Doheny, S. &amp; Jones, I.R. (2021) <a href="#">What's so critical about it? An analysis of critique within different strands of critical gerontology</a> <i>Ageing and society</i>, 10/2021, Volume 41, Issue 10</p> <p>Cox, C. &amp; 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>
<b>SESSION 5:</b>	<b>October 6, 2022</b>
<b>TOPIC:</b>	<b>Assessment (<u>Mental Health</u>, Risk, Decision-making, Capacity &amp; Undue Influence)</b>
<b>READINGS:</b>	<p><b>Required</b>  Hulko et al., chapter 8, 9</p> <p>Hinrichsen, G. A. (2020) Overview of Assessment, chapter 2. In <i>Assessment and treatment of older adults: A guide for mental health professionals</i>. Washington, DC, US: American Psychological Association, 2020 233, x p. Available online through UBC library. There are also a number of chapters of specific diagnosis and treatment.</p> <p><u>Exemplar: Mental Health Assessments</u></p> <p><u>Guest Speaker: Simon Woo, geriatric psychiatrist</u></p>

	<p><b><u>Recommended BUT NOT REQUIRED</u></b></p> <p>Xavier Cattarinicha, Nancy Gibsonb, &amp; Andrew J. Cave (2001) Assessing mental capacity in Canadian Aboriginal seniors, <i>Social Science &amp; 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. &amp; Irwin, D. (2016) The Mental Status Examination in Patients with suspected Dementia. <i>Continuum</i>, 22(2), 385-403</p>
<b>SESSION 6:</b>	<b>October 13, 2022</b>
<b>TOPIC:</b>	<b>Beyond the Biomedical: Human Rights (Citizenship) and Person-centered Approaches Using Dementia as the Exemplar</b>
<b>READINGS/ VIDEOS:</b>	<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, <a href="https://doi.org/10.1093/geront/gnx122">https://doi.org/10.1093/geront/gnx122</a></p> <p>O'Connor, D., Sakamoto, M., Seetharaman, K., Chaudhury, H., &amp; Phinney, A. (2022) Conceptualizing Citizenship in Dementia: A Scoping review of the literature. <i>Dementia: International journal of social research and practice</i> <a href="https://doi.org/10.1093/demona/dnab001">Conceptualizing citizenship in dementia: A scoping review of the literature (sagepub.com)</a></p> <p>O'Connor, D., Phinney, A., &amp; Hulko, W. (2010) Dementia at the intersections: A unique case study exploring social location. <i>J. of Aging Studies</i> 24(1)</p> <p>Canadian Dementia Framework <a href="https://www.canada.ca/en/public-health/services/publications/diseases-conditions/dementia-strategy.html">https://www.canada.ca/en/public-health/services/publications/diseases-conditions/dementia-strategy.html</a></p> <p>Dementia Charter of Rights <a href="https://ilivewithdementia.ca/wp-content/uploads/2018/12/as_charter-of-rights-for-people-with-dementia.pdf">https://ilivewithdementia.ca/wp-content/uploads/2018/12/as_charter-of-rights-for-people-with-dementia.pdf</a></p> <p><u>Guest Speakers:</u> TBA</p> <p><b><u>Additional Recommended but NOT REQUIRED</u></b></p> <p>O'Connor, D., Mann, J. &amp; Weirisma, 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>Bartlett, R., &amp; O'Connor, D. (2007). From personhood to citizenship: Broadening the lens for dementia practice and research. <i>Journal of Aging Studies</i>, 21(2), 107–118.  <a href="https://doi.org/10.1016/j.jaging.2006.09.002">https://doi.org/10.1016/j.jaging.2006.09.002</a></p> <p>Cahill, S. (2020) New analytical tools and frameworks to understand dementia: what can a human rights lens offer? <i>Ageing &amp; Society</i> 1–10  doi:10.1017/S0144686X20001506</p> <p>Wyndham-West, M. (2021) Gender and dementia national strategy policy-making: Working toward health equity in Canada through a gender-based analysis plus. <i>Dementia</i> 20(5) p. 1665</p> <p>Bartlett, R. L. &amp; O'Connor, D. (2010) <i>Broadening the Lens of Dementia Care</i>, Chapters 2-5. London: Policy Press (Chapter 2&amp;3 are theoretical, <b>chapter 4&amp;5</b> develop practice)</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>
<b>SESSION 7:</b>	<b>October 20, 2022</b>
<b>TOPIC:</b>	<b>Assessment cont'd (Mental Health, Risk, <u>Decision-making, Capacity &amp; Undue Influence</u>)</b>
<b>READINGS/ VIDEOS:</b>	<p><b>Readings</b></p> <p>Webb, P., Davidson, G., Edge, R., Falls, D., Keenan, F., Kelly, B., McLaughlin, A., Montgomery, I., Mulvenna, C., Norris, B., Owens, A., &amp; Irvine R. (2020) Key components of supporting and assessing decision making ability. <i>International Journal of Law and Psychiatry</i>, 27  <a href="https://doi-org.ezproxy.library.ubc.ca/10.1016/j.ijlp.2020.101613">https://doi-org.ezproxy.library.ubc.ca/10.1016/j.ijlp.2020.101613</a></p> <p>Moye, J. &amp; Marson, D. C. (2007). Assessment of decision-making capacity in older adults: An emerging area of practice and research. <i>Journal of Gerontology: Psychological Sciences</i>, 62B(1), P3–P11 and/or</p> <p>O'Connor, D. (2020) <i>Practicing social citizenship in a context of compromised decision-making capacity: Realizing and Protecting Human Rights</i>. <i>Elder Law Review</i>, 12  <a href="https://www.westernsydney.edu.au/data/assets/pdf_file/0017/1633040/JANUARY_2020_D_OCONNOR_Citizenship_and_assessing_incapacity.pdf">https://www.westernsydney.edu.au/data/assets/pdf_file/0017/1633040/JANUARY_2020_D_OCONNOR_Citizenship_and_assessing_incapacity.pdf</a></p> <p><b>BACKGROUND - Read if you want increased familiarity with available tools</b></p>

O'Connor, D. (2021) *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](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 but not required**

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.

Provincial Incapacity MODULE: 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>

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](http://www.bcmj.org/articles/risk-assessment-and-intervention-vulnerable-older-adults)

Cairncross, M., Peterson, A., Lazosky, A., Gofton, T., & Weijer, C. (2016) Assessing Decision-making capacity in patients with communication impairments: a Case study. *Cambridge Quarterly of Healthcare ethics*, 25, 691-699. Doi:10.1017/S0963180116000414

### **RECOMMENDED FOR A CASE BASED ANALYSIS OF BC LEGISLATION**

Exemplar: Margot Bentley case

<http://www.vancouversun.com/health/Pete+McMartin+Court+rules+year+Abbotsford+Alzheimer+patient+must+spite+living+will/9464670/story.html>

	<p>Judge's ruling regarding Margot Bentley (PDF – to be provided)</p> <p><a href="http://www.academia.edu/31060531/Editorial_on_Ethics_Evolving_ethical_and_legal_implications_for_feeding_at_the_end_of_life">http://www.academia.edu/31060531/Editorial_on_Ethics_Evolving_ethical_and_legal_implications_for_feeding_at_the_end_of_life</a></p>
<b>SESSION 8:</b>	<b>October 27, 2022</b>
<b>TOPIC:</b>	<b>Caring, caregiving and Community Caring**</b>
<b>READINGS/ VIDEOS:</b>	<p><b>Reading</b> Hulko et al., chapter 6 &amp; 11</p> <p>Evelyne Durocher, Elizabeth Anne Kinsella, Barbara E. Gibson, Susan Rappolt &amp; Carolyn Ells (2019) Engaging older adults in discharge planning: case studies illuminating approaches adopted by family members that promote relational autonomy, <i>Disability and Rehabilitation</i>, 41:25, 3005-3015, DOI: 10.1080/09638288.2018.1483430 To link to this article: <a href="https://doi.org/10.1080/09638288.2018.148343">https://doi.org/10.1080/09638288.2018.148343</a></p> <p>Andruske, C. &amp; O'Connor, D. (2020) Family care across diverse cultures: <i>Re-envisioning using a transnational lens. J. of Aging Studies</i> 55 <a href="https://doi.org/10.1016/j.jaging.2020.100892">https://doi.org/10.1016/j.jaging.2020.100892</a></p> <p>OR</p> <p>Cooper, E. J., Sanguins, J., Menec, V., Chartrand, A. F., Carter, S., &amp; Driedger, S. M. (2020). Culturally responsive supports for metis elders and metis family caregivers. <i>Canadian Journal on Aging</i>, 39(2), 206-219. <a href="https://doi.org/10.1017/S0714980819000321">https://doi.org/10.1017/S0714980819000321</a></p> <p><u>Guest Speaker: TBA</u></p> <p><b>Recommended Supplemental BUT NOT REQUIRED</b></p> <p>Van Hees, S., Horstman, K., Jansen, M. &amp; 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. <a href="https://doi.org/10.1080/13691457.2018.1499610">https://doi.org/10.1080/13691457.2018.1499610</a></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>Phinney, A., Nelson, E., Baumbusch, J., O'Connor, D., &amp; Purves, B. (2016) Walking in the Neighbourhood: Performing Social Citizenship in Dementia. <i>Dementia: International Journal of social research and practice</i> 15(3)</p>

	<p>Geoffrey J. Hoffman , Noah J. Webster &amp; Julie P. W. Bynum (2020) A Framework for Aging-Friendly Services and Supports in the Age of COVID-19, <i>Journal of Aging &amp; Social Policy</i>, 32:4-5, 450-459, DOI: 10.1080/08959420.2020.1771239</p> <p>Olsen, M., Udo, C., Bostrom, A-M., Hammar L. (2021) Important aspects of home care service: An interview study of persons with dementia. <i>Dementia</i> 29(5) p. 1649-1663.</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.  <a href="http://www.faculty.usfsp.edu/jsokolov/webbook/yee.pdf">www.faculty.usfsp.edu/jsokolov/webbook/yee.pdf</a></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/s112126-011-9136-x</p> <p>Black, K., Dobbs, D., &amp; 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>
<b>SESSION 9:</b>	<b>November 3, 2022</b>
<b>TOPIC:</b>	<b>End of Life</b>
<b>READINGS/ VIDEOS:</b>	<p><b>Required</b>  Brown, L. &amp; 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, <a href="https://doi-org.ezproxy.library.ubc.ca/10.1093/bjsw/bct087">https://doi-org.ezproxy.library.ubc.ca/10.1093/bjsw/bct087</a></p> <p>Chochinov, H.M. &amp; Frazee, C. (2016) Commentary: Finding a balance: Canada’s law on medical assistance in dying, <i>Lancet</i>, 388 (10044)</p> <p>Upshur, R. (2016) Commentary: Unresolved Issues in Canada’s law on physician-assisted dying <i>Lancet</i> 388 (10044)</p> <p>Culturally appropriate end-of-life care planning with Indigenous people resource: <a href="https://eolfn.lakeheadu.ca/project-results/culturally-appropriate-resources">https://eolfn.lakeheadu.ca/project-results/culturally-appropriate-resources</a></p> <p>Shaw, D., Trachsel, M. &amp; Elger, B. (2018) Assessment of decision-making capacity in patients requesting assisted suicide. <i>British Journal of Psychiatry</i>, 213(1) 393-395 <a href="https://doi.org/10.1192/bjp.2018.81">https://doi.org/10.1192/bjp.2018.81</a></p>

	<p><b>Recommended</b>  Prince, H., Nadin, S., Crow, M., Maki, L., Monture, L., Smith, J., &amp; 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. BMC Public Health, 19  doi:<a href="http://dx.doi.org.ezproxy.library.ubc.ca/10.1186/s12889-019-6983-5">http://dx.doi.org.ezproxy.library.ubc.ca/10.1186/s12889-019-6983-5</a></p> <p>Fujioka, J.K., Mirza, R. M., McDonald, L. &amp; Klinger, C. (2018) Implementation of Medical Assistance in Dying: A Scoping Review of Health Care Providers' Perspectives, Journal of Pain and Symptom Management Vol. 55 No. 6</p> <p>Caxaj, C. S., Schill, K. &amp; Janke, R. (2017) Priorities and challenges for a palliative approach to care for rural indigenous populations: A scoping review, <i>Health and Social Care in the Community</i>, 26(3)  <a href="https://doi-org.ezproxy.library.ubc.ca/10.1111/hsc.12469">https://doi-org.ezproxy.library.ubc.ca/10.1111/hsc.12469</a></p>
<b>SESSION 10:</b>	<b>November 17, 2022</b>
<b>TOPIC:</b>	<b>Student Presentations?</b>
<b>SESSION 11:</b>	<b>November 24, 2022</b>
<b>TOPIC:</b>	<b>Student Presentations?</b>
<b>SESSION 12:</b>	<b>December 1, 2022</b>
<b>TOPIC:</b>	<b>Student Presentations?</b>
<b>SESSION 13:</b>	<b>December 8, 2022 – NO CLASS (semester ends December 7)</b>
<b>TOPIC:</b>	<b>Pulling it together: Where to from here?</b>
<b>READINGS/ VIDEOS:</b>	<p>Hulko et al., chapter 13</p> <p>Ward, L. &amp; 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><b>Recommended but NOT REQUIRED</b>  *Harford Partnership Program for Aging Research (2010) Social Work Competences: Moving Toward Leadership.  <a href="http://www.socialworkleadership.org/nsw/ppp/moving_towards_leadership.pdf">www.socialworkleadership.org/nsw/ppp/moving_towards_leadership.p df</a></p>

	<p>Rizzo, V. &amp; 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<sup>[17]</sup> DOI: 10.1177/1049731514563578 rsw.sagepub.com</p> <p>Spitzer, W. &amp; 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>
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## Assignments

### 1. Assignment 1 - Class Presentations

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#### 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
- identify at least one recommended reference for your peers related to this topic

#### 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-ordination with previous course materials and other presentations;

#### d) Grading of class presentations will be based in part on feedback from classmates.

### 2. Assignment 2 - Major paper

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#### 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

### COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

### Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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.

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students may not record class or group discussions without prior permission of all individuals in attendance.

## Support



During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](#)).

## 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.