RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK

Clinical Social Work:
Aging 19:910:525
MASTER SYLLABUS

Instructor Name:
Telephone:
Email:
Office:

Catalogue Course Description

This course will examine social work practice theories, multidimensional assessment, and intervention approaches and skills as they apply to practice with older adults and their families. Diversity among older people will be emphasized, including discussion of the lifelong integration of personal life experiences and client populations that range from well elders to older adults and their families who are facing end-of-life issues. Late life opportunities, transitions, and challenges will be addressed. Implications for policy that impacts older persons will also be included.

Course Overview

This course addresses theory, research, and practice that serve as a foundation for advanced practice with diverse older adults, their families and other networks. Tools for multidimensional assessment are presented. Students learn the details of how to engage in collaborative treatment planning across disciplines and the service delivery system. Particular attention is paid to the most vulnerable populations that bring a history of social struggle to their growing older or that face particular challenges of the oldest adults. Multiple levels of interventions will be considered in the context of different practice settings. Finally, the ethical implications for practice with older adults, recognition of some commonly experienced ethical dilemmas, and methods for resolution will be addressed.

Place of Course in Program

This course is offered as a distributional practice course within the clinical social work concentration, which MSW students typically take in the fall semester of their advanced-program year. This course also serves as a “choice” course for the MSW Certificate in Aging and Health. It also satisfies the aging course requirement for the MSW Certificate in Aging and Health. Satisfactory completion of the Professional Foundation year is a prerequisite, and it is recommended that students be in a field placement that provides opportunities for practice experiences with older adults and their families.

The Council on Social Work Education Policy and Accreditation Standards
The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE’s accreditation standards can be reviewed at www.cswe.org
In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

1. **Competency 1: Demonstrate Ethical and Professional Behavior**
   
The definition of this competency is below:
   
   Practitioners in clinical social work recognize the importance of the therapeutic relationship, person-in-environment and strengths perspectives, professional use of self, and adherence to ethical-and value-guidelines for professional practice. Clinical social workers differentially utilize theories, research, and their clinical skills to enhance the well-being of individuals, families and communities in an ethical manner. Clinical social work practitioners acknowledge the complexities involved in their practice, including the need to navigate ethical issues in an organizational context, and they use clinical supervision to ensure that their practices are congruent with social work values and ethics.

   Extending and enhancing ethical and professional practice from the foundation level requires that clinical social workers reflect on their own family of origin to assess how it impacts their clinical work. Advanced-level practitioners must manage complex systems while understanding how cultural and developmental aspects of self and their clients influence their work. Clinical social workers recognize their own strengths and weaknesses in developing, managing and maintaining therapeutic relationships. Practitioners of clinical social work must continually adapt to rapidly changing technology in an ethical and professional manner.

2. **Competency 2: Engage Diversity and Difference in Practice**
   
The definition of this competency is below:
   
   Clinical social work practitioners are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity socioeconomic status, race/ethnicity etc.) and how these components influence the therapeutic relationship and clients’ presenting concerns. Clinical social workers understand how various dimensions of diversity affect explanations of health/mental health and well-being, as well as help-seeking behaviors. Practitioners in clinical social work value cultural strengths and recognize the importance of tailoring their engagement strategies, assessment tools, and interventions to meet the diverse needs of their clients. Practitioners in clinical social work monitor their biases, reflect on their own cultural beliefs, and use and apply knowledge of diverse populations and complex health/mental health delivery systems to enhance client well-being.

   Clinical social workers recognize the need to conceptualize cases using an intersectional perspective and to identify their clients’ strengths and resiliencies, while learning to critically evaluate their own family history, privileges, and characteristics. In presenting case material, clinical social work practitioners integrate anti-oppressive stances and attend to clients’ experiences of oppression and
marginalization while also working to avoid undue pressure or use of power over clients.

3. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

The definition of this competency is below:
Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio-psycho-social-spiritual assessment process as well as analysis of clients’ strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on individuals and explain these to clients while avoiding deterministic approaches to identifying such patterns. When applicable, clinical social workers rely on the *Diagnostic and Statistical Manual of Mental Disorders* to enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers about clients’ presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process, reflect upon varied meanings of the assessment, and share these assessment outcomes with clients.

4. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

The definition of this competency is below:
Clinical social workers select effective modalities for intervention based on the extant research as well as the client’s cultural background. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques and community-wide referrals, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client.

**Course Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study to the evolution of the US welfare state and the emergence of the social work profession.

More specifically, the learning goals for the course, Clinical Social Work: Aging, will be approached within the context of these broader social work competencies. We will examine together theories and practical methods for supporting older adults, their families and communities across micro, meso and macro contexts, all while incorporating the diverse experiences of the aging population and the need for
ethical, respectful social work practice. We will learn about and criticize interventions in order to be attentive to the ways older adults differ, not only in need but also in age, gender, race, ethnicity, class, sexual orientation, religion, physical or mental disability and national origin.

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

1. Assess the biological, psychological, social, spiritual, and cultural factors that influence the functioning of older adults and their families and understand how these contribute to behavior, interpersonal and intrapersonal relationships.

2. Use professional expertise in translating practice concepts and skills into effective individual, family, and group service plans/interventions appropriate to the particular strengths and needs of older adults.

3. Describe and analyze how complex ethical and value dilemmas influence intervention considerations in providing service to older adults and their families.

4. Describe and analyze the needs of older adults facing particular types of vulnerability, including impaired cognitive status, chronic conditions, mental health problems, abuse, terminal illness.

5. Describe and analyze issues of client diversity (including ethnicity, culture, gender, age, sexual, orientation, disability, spiritual beliefs) at each stage of the clinical process from problem definition and diagnosis through treatment planning, intervention, and evaluation.

6. Describe and analyze how aging service system infrastructure and healthcare policy influence direct practice with older adults and their families.

7. Determine older adults that are at risk for experiencing significant losses (examples include but are not limited to - a family member or friend, their independence, their physical or mental ability, or financial security) and design effective social work interventions.

**School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

- 1. Demonstrate Ethical and Professional Behavior;
- 2. Engage Diversity and Difference in Practice; and
- 3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

**Diversity Statement**
The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.)
are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

**Course Readings and Texts**

The required readings for this course include the text referenced below, in addition to a collection of book chapters and journal articles that are available through the library’s system’s e-reserves. The easiest way to locate the reserves is to visit libraries.rutgers.edu/course_reserves and search under “Greenfield” as the instructor.

Alternatively, most of the readings will be available on the Canvas course site under “Resources” and in the folder labeled ‘Required Readings.”


Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions please click here for a video tutorial.

**Course Requirements**

**Participation**

Students are expected to be active learners and collaborators. Students are expected to contribute knowledge and observations to discussions. Regular class attendance with active participation is expected. When students participate actively in class discussions learning is enhanced. It is important that reading assignments be completed prior to each session. Please take responsibility for seeking clarification of difficult material encountered in the text, readings, and lectures. At the end of each class session, readings for the subsequent class will be assigned.

**Note:** Please do not use cell phones or have other internet browsers open during class, unless they are required for your learning. Please notify the Instructor if this is the case. Otherwise, your participation grade will be negatively impacted. This course is meant to be a conversation, even while in remote status. Electronic devices and the temptation to have other windows open can easily disrupt attention and interrupt the learning process for you and your peers so please be considerate of this.
**Attendance**

Class attendance is **not** optional. Students are expected to notify the instructor prior to missing a session (see email and telephone numbers above). Each absence **over two** will lead to a 15-point reduction of your final grade (i.e., 3rd absence results in 85 points available instead of 100 points; 4th absence results in 70 points available; 5th absence results in course failure). Thus, with three absences, the highest grade possible is a B. With four absences the highest grade possible is a C. Please note that students who arrive significantly late and/or leave significantly early will be marked as absent.

You will not be penalized for missing class if emergencies arise and/or for religious observances. In these circumstances please advise the instructor with as much notice as possible. Students are required to submit papers and present to the class on the designated dates. No make-ups will be given unless a physician has certified, in writing, that you are unable to attend class that day. **Please note, missing five classes is likely to result in failing the course, even if all of the absences are excused.**

**Assignments**

All written work must be typed. Late assignments will be penalized 15 points (one letter grade) per day. Thus, the highest grade a student can receive for an assignment submitted one day after the due date and time is an 85; the highest grade a student can receive for an assignment submitted two days after the due date and time is a 70; and so on. All written assignments must follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format (see this website for a useful guide to APA, [http://www.columbia.edu/cu/ssw/write/apastyle.html](http://www.columbia.edu/cu/ssw/write/apastyle.html)).

**Academic Resources**

*Library Research Assistance*

Dr. Karen Hartmann is the social work librarian on the New Brunswick Campus  
karen.hartman@rutgers.edu  p. 848-932-6104 ; Natalie Borisovets is at Newark, Dana Library  
natalieb@rutgers.edu973-353-5909; Katie Anderson is at Camden, Robeson Library:  
Katie.anderson@rutgers.edu  856-225-2830.  They are all available to meet with students.

*Writing Assistance*

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

**New Brunswick Campus**

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.  
https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching
Newark Campus
The Newark writing center is available for MSW students on the Newark campus by appointment.
http://www.ncas.rutgers.edu/writingcenter

Camden Campus
The Camden learning center provides writing assistance for MSW students on the Camden campus.
http://learn.camden.rutgers.edu/writing-assistance

Additional Online Resources

APA Style
All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 9th Edition. The Purdue OWL website also provide assistance with APA style
https://owl.english.purdue.edu/owl/resource/560/01/

Email Etiquette for Students
https://owl.english.purdue.edu/owl/resource/694/01/

Academic Integrity
As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional
Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A “TZ” or incomplete grade shall be assigned
until the case is resolved. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.”

**Disability Accommodation**
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

**Other Resources**
Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

**Active Shooter Resources**
Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus—http://rupd.rutgers.edu/shooter.php

**Resources:**
- National Alliance for the Mentally Ill (NAMI)
- National Institute of Mental Health
• National Institute on Alcohol Abuse and Alcoholism
• National Institute on Drug Abuse (NIDA)
• National Mental Health Association
• Substance Abuse and Mental Health Services Administration

**Methods of Evaluation**

Grades for the course will be weighted as follows:

- 10% = Attendance & participation, including role-play participation: 10%
- 5% = Creating the “role play persona” (due week #3)
- 5% = Discussion Leader Assignment (assigned by Instructor)
- 20% = “In-Service” Presentation: 20% (due week #14 or week #15 as indicated by Instructor)
- 30% = Mid-Term Paper, 10 pages max (due week #8)
- 30% = End-of-term Paper, 10 pages max (due week #12)

**Grading Standards**

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grade cut-offs for all courses offered by the Rutgers Graduate School of Social Work (MSW) as follows (Scores to be rounded up at .5):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-91</td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
</tr>
</tbody>
</table>
Assignments and Grading Criteria Breakdown

Attendance and Participation
As a graduate-level course, this class will be facilitated, in part, as a seminar. This means that students are expected to work hard during class by thoughtfully contributing to class discussions, fully participating in role-play and group exercises, responding to the instructor’s and classmates’ questions, and asking questions in return of classmates and the instructor. Students will be granted up to 4% of their final grade for the quality and quantity of their class contributions throughout the semester.

In general, no cell phones are allowed in class. If one needs to monitor their cell phone in the case of an emergency, please discuss this with the instructor in advance of class. Otherwise, please turn all modes of ringers off, and put phones out of sight. Students can use phones during designated break periods outside of the classroom. Students who use technology inappropriately during class will not receive full credit for class participation, regardless of the quantity and quality of their class contributions.

Role-Play Experiential Learning (part of your participation grade)
This course will use experiential learning through the use of role-plays. Each student will be in the role of a practitioner and will be assigned to a client (portrayed by a classmate). Likewise, each student will be in the role of a client. Part of your class contribution grade (see above) will be based on your participation as a “counselor” and as a “client” for two or three class sessions as indicated by your instructor. Attendance on the dates of these “sessions” is extremely important, and your absence will negatively impact two of your classmates (your “counselor” and your “client”). For the purpose of these role-plays you will create your client “persona.

Grading Breakdown
- 6% = Class Attendance (grade reductions for over 2 absences: see attendance policy for details)
- 4% = Quality and Quantity of Class Contributions

Reminder, Role-Play activity will be considered here, the development of the persona is a separately graded assignment!

Asynchronous Activities
All Asynchronous (Do-It-Yourself) Activities are due by midnight the night before the next class. These activities are meant to bolster learning goals AFTER live Modules. They are intended to be different from course assignments but contribute to your learning throughout the semester. Please do not overthink them! They will not be graded like an assignment, but will factor in to your attendance grade. If you do not submit 2 activities, these will be considered as class absences (please see attendance policy). Please confirm with your specific instructor on ways activities are completed/submitted.
**Assignment 1: Creating the Role-Play Persona**

**Due:** Week #3  
**Weight:** 5% of final grade

To provide a role play experience that is as realistic as possible, each member of the class is expected to create a “persona” that you will portray when interviewed by a classmate. This will involve developing a character that has a back story, personality style, and a specific social and cultural identity. You will play this character whenever you participate in a role play in the client role this semester.

Look to create a character that is complex and realistic but NOT impossible to work with. Create a fictional personality or a composite of clients or people you know. **The character should NOT be based on you or a close family member.** It is always good practice to be considerate of boundaries and assess your own needs as a practitioner outside of your academic/professional spaces.

Write a 2-3 paged assessment document of your adult persona that includes the following sections:

**Demographics:**
1. Name  
2. Age and birth cohort  
3. Gender and Gender Identity  
4. Occupation  
5. Education  
6. Marital/Relationship Status  
7. Race, Ethnicity, and Cultural Identities  
8. Sexual orientation

**Dynamics:**
1. Personality traits  
2. Family makeup  
3. Family dynamics  
4. Health status (including any/all disabilities)  
5. Ongoing problems and stressors  
6. Comfort/discomfort in being in therapy  
7. Strengths  
8. Challenges  
9. The role of religion  
10. History of trauma  
11. Additional information (optional)

**Midterm and Final Papers**

For the midterm and final papers you will have two options- (1) to focus on an older adult client you have seen or are currently seeing in your field placement OR (2) to focus on your in-class “client.” Both the mid-term and final paper assignments will require focusing on the same client. In other words, choose one that you feel confident in working with and writing about for both assignments.
The outside references for both papers should be (a) from articles and book chapters that the students find on their own (i.e., not from another MSW course), and (b) explicitly be written about older adults. The references should be from scholarly sources (i.e., book chapters, articles, think tank reports, but not Wikipedia, personal blogs, etc.). To learn more about the difference between scholarly versus popular and professional sources, see http://www.libraries.rutgers.edu/scholarly_articles.

As always, the ideas from these outside references— as well as the course material— should be stated in your own words and incorporate proper APA format. Please refer to the academic integrity policy discussed in detail in this syllabus for more information. No abstract is necessary. A title page including student name, class and section, professor, and title of assignment is required.

**Assignment 2: Mid-term Clinical Paper: Beginning Work with Older Adult Client**

**Due:** Week #8  
**Weight:** 30% of final grade  
The mid-term paper should be no more than 10 pages and must use a minimum of six sources. Three sources should be from outside readings not assigned in this course. Additionally, at least three class readings should be integrated into this paper. For writing guidance, consider our course learning goals and the concepts we have learned so far through course readings and discussion.

**Assignment 3: End of Term Paper: Continued Work with Older Adult Client**

**Due:** Week #12  
**Weight:** 30% of final grade  
The end-of-term paper should be no more than 10 pages and must use a minimum of six sources. Three sources should be from outside readings not assigned in this course. Additionally, at least three class readings should be integrated into this paper and they must be from the readings assigned between classes 8-13. You are permitted to use readings from earlier in the semester but they will be in addition to, not in lieu of, the later semester readings. In other words, sources used from class from earlier in the semester will not count towards the required amount of 3 class reading sources.

**Assignment 4: Discussion Leader**

**Due:** Once per semester  
**Weight:** 5% of final grade  
Students are expected to complete the readings before each class session. To encourage the class as a whole to do this, each student will be assigned to one required reading. On the date of the required reading the student needs to: (1) Provide classmates and instructor with a written one-page outline of the reading’s key points at class; and (2) Discuss the reading during that specific class. The written outline is not meant to be a recap of the entire reading. Rather, you need to provide a brief synopsis of the main points. In class, in addition to summarizing the key points of the reading the student should engage the class in a discussion of the material. This is not a formal presentation- it is a class discussion. No power points should be used.

**Assignment 5: Course “In-Service” Presentation**

**Due:** Week #14 or #15  
**Weight:** 20% of final grade
(Instructors- Please Note: Based on the size of your class you can opt to make this assignment a group assignment instead of an individual assignment. If your class has more than 12 students you should consider using a group format. You can assign students based on topic of choice, geographic vicinity, and/or student choice). Please adjust your syllabus with the correct directions (see below) according to this choice.

**Individual Presentation Instructions:**
Toward the end of the semester, students will be expected to provide their classmates with a concise (15-20 minutes) “in service” on a topic relevant to clinical social work with older adults and their families. The presentation of the topic should be approximately 10-15 minutes followed by class questions and discussion (approximately 5 minutes). Students will be provided with a list of topics that the instructor recommends. They also are welcomed to propose topics that are not on this list. A prompt and rubric for the course presentation will be distributed well before the due date. Please see the “Assignments” folder in Canvas for details of this assignment and grading rubric.

**Dyad/Group Presentation Instructions:**
Toward the end of the semester, student dyads or small groups (each comprised of 2-3 students) will be expected to provide their classmates with a concise (15-20 minutes) “in service” on a topic relevant to clinical social work with older adults and their families. The presentation of the topic should be approximately 10-15 minutes followed by class questions and discussion (approximately 5 minutes). Groups will be assigned by the instructor based on topic choice, geographic area, and/or student preference. Students will be provided with a list of topics that the instructor recommends. They also are welcomed to propose topics that are not on this list. A prompt and rubric for the course presentation will be distributed well before the due date. Please see the “Assignments” folder in Canvas for details of this assignment and grading rubric.

**Submitting Written Work**
Work that is submitted late will be penalized 15 points for each day it is late. Students who do not show up for an in-class presentation will not receive any credit for that assignment. If an emergency arises with a due date, students must request an extension without penalty as much as possible in advance and in writing. The timeliness of the request for an extension without penalty will be weighted heavily in the instructor’s decision as to whether or not the extension without penalty is warranted. If an extension without penalty is granted, the student will receive this information in writing from the instructor indicating when the assignment needs to be submitted. If the assignment is submitted after the approved extension it will be subject to the same late assignment policy as stated above. Please refer to the schedule of course topics and readings for deadlines with respect to each assignment.

Appropriate citation and grammar are expected on papers. Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. All of these tasks require excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing (APA style) are expected for all assignments. Substantial credit will be deducted from a paper’s grade for gross and repeated writing, spelling, and referencing errors. Writing assistance is available and listed in our syllabus. Contact the instructor for additional details.
Grading is based on evidence of having understood and integrated the principles presented in class and course readings and your ability to analyze and integrate course principles into the case while showing competencies for engaging, assessing and planning intervention with the older client/older client subgroup.

The rubric provides details about how the paper will be assessed. Excellent (A) papers address each of the points in the outline and are also very well-written, well-organized, demonstrate a masterful ability to integrate and apply concepts and practice techniques learned in class (and/or outside of class, if applicable), and show evidence of critical thinking. Your behavior is expected to conform to ethical standards including the University Code of Conduct (School of Social Work Student Handbook) and the NASW Code of Ethics. Violations of the expectations will be brought to the attention of the University and may result in expulsion.

**Course Evaluation**
Rutgers University evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. The instructor may also choose to conduct a midterm evaluation.

Rutgers University issues an online survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The university also will ask students to complete a mid-semester evaluation. Students are expected to thoughtfully participate in both surveys for the purpose of continuous quality course improvement.

**Schedule of Topics and Readings**

**Part One: Introduction, Cultural Humility, and Conducting Assessments Sessions #1-3**

**Module #1: An integrated biopsychosocialspiritual approach to social work with older adults**

**Date:**

**Required Reading:**


**Module #2: General themes and cultural humility**

**Date:**

**Required Reading:**


**Recommended as Additional Background Reading:**


**Assignments:**
1. Discussion Leader readings assigned by Instructor (Assignment 4)

2. Preferences for course presentation submitted by students (Assignment 5)

**Module #3:** Conducting a bio-psychosocial-spiritual-cultural assessment with older adults

**Date:**

**Required Reading:**


**Recommended as Additional Background Reading:**


Assignments:
1. Topics (and group assignments if applicable) are assigned for student presentations

2. Role-play “persona” assignment is due (Assignment 1)

Part 2: Topical issues in clinical social work and aging, Modules #4-8

Module #4: Dying, loss, grief and trauma
Date:
Required Reading:


Recommended for Viewing:

Recommended as Additional Background Reading:

Module #5: Dementia
Date:
Required Reading:


Recommended as Additional Background Reading:


Module #6: Depression, anxiety and suicide

Date:

Required Reading:


**Recommended As Additional Background Reading:**

**Module #7: Substance abuse, safe medication use**

**Date:**

**Required Reading:**


**Recommended as Additional Background Reading:**

**Module #8: Elder mistreatment and abuse**

**Date:**

**Required Reading:**


**Recommended as Additional Background Readings:**


**Assignments:** Midterm Papers Due (specific time of day and submission method TBD by Instructor)

**Part #3: Clinical social work interventions with aging individuals, families, and groups, Modules #9-13**

**Module #9: Cognitive-behavioral and behavioral approaches**

**Date:**

**Required Readings:**


**Recommended as Additional Background Reading:**


**Module #10: Psychodynamic and interpersonal approaches**

**Date:**

**Required Reading:**


**Recommended as Additional Background Reading:**


**Module #11: Families and caregiving**

**Date:**

**Required Reading:**


**Recommended as Additional Background Reading:**


No Class Fall Recess (Thanksgiving)

Module #12: Groups
Date:
Required Readings:


Recommended as Additional Background Readings


Assignment: Final Papers Due (specific time of day and submission method TBD by Instructor)

Module #13: Other therapeutic approaches and spirituality
Date:
Required Reading:

In addition to the McInnis readings, choose 2 of the following 5 articles to read for class:


Assignment: In-class student presentations (Instructors-If a third date is needed based on class size)

Part 4: Student Presentations, Course Integration, and Conclusion, Modules #14-15
Modules #13-14
Date(s):
Assignment: In-class student presentations
Module 14: Course debrief