Course: 19:910:562  Chronic Illness and Disability
Time:
Location:

Instructor:
Office hours:
Telephone:
Email:

I. **Catalog Course Description**

This course examines chronic illnesses and disability among adults, focusing on the medical and psychosocial aspects of various mental and physical health conditions. This course aims to foster understanding of how social workers work with clients with chronic illness and disability, as well as their significant others, within healthcare and community systems. This course also reviews relevant policies and welfare system components intended to support those with chronic illness and disability.

II. **Course Overview**

The primary aim of this course is to offer students an opportunity to explore the continuum of chronic illness and disability (CID) within adulthood. CID will be addressed from its theoretical underpinnings drawing from medical, psychosocial, and political schemas and how the various underpinning can interact for the individual, the family, the community, and the society-at-large. Attention is also given to preparing social workers to work within interdisciplinary teams to promote sensitivity and understanding of the field of CID in its broadest sense for more effective service with individuals with disabilities and their family members. An emphasis is placed on psychosocial assessment, navigation of the healthcare system, including understanding of disparities within the system, and the effective use of resources in service of the client and his or her support system.

III. **Place of Course in Program**

This is an elective course.
IV. Program Level Learning Goals and the Council of Social Work Education’s Social Work Competencies

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:

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

V. 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 of the evolution of the US welfare state and the emergence of the social work profession.

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

1. Examine key chronic illnesses and disabilities (CID) in adulthood and how they impact clients and their significant others.
2. Recognize how definitions of CID and theories of CID development influence individuals’ and professionals’ approaches to managing CID.
3. Conceptualize social workers’ contributions within interdisciplinary teams around CID, which may include clients and their significant others.
4. Develop an understanding of psychosocial and risk assessment—as well as health promotion—in working with those with CID.
5. Acquire knowledge about, and understand key policies regarding, aspects of the health care services to assist clients with navigating systems and to advance social justice perspectives.
6. Develop a knowledge base of health care related resources to assist social workers in working more effectively with clients with CID.

VI. **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 strengthens 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

VI. **Required Texts and Readings**


(Note: The 6th will NOT work, there has been a lot of updating)


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.

VII. **Course Requirements**
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.

All written work must be typed. Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments. 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.

Methods of Evaluation
Assignments include the creation and presentation of a disability fact sheet, a mid-term exam, a final paper (a psychosocial assessment), and attendance at an interprofessional health education event. Paper topics require approval of the Course Instructor. Further details about assignments will be given in class. Course discussion is the basis of the online course, this is required. Online students please consult course modules.

VIII. Course Attendance and Participation Policies
Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. For students not in the online program, more than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

IX. Grading
(For Online students: Please refer to your course modules for grading)

Grades will be weighted as follows: disability fact sheet 20 percent (includes presentation); mid-term exam 30 percent; final paper 30 percent; class participation 10 percent; and 10% for attendance at an interprofessional health education event (IPE)*. Assignments are due in class on the required date at the beginning of class.

The main 3 assignments are graded scale according to the rubric provided in their assignment pages.

Class participation encompasses all of the assignments. If they are turned in late, they are automatic fail.

**Students must attend one IPE event:
http://oipp.rbhs.rutgers.edu/calendars/

This is the calendar for the IPE event. More information will be provided at the beginning of class. The events are held on Newark and New Brunswick campuses throughout the year. Your instructor will receive an e-mail from Janice Svizeny at jsvizeny@ssw.rutgers.edu with instructors on how to register for an event. You can respond to the link in the e-mail to indicate your interest.

It is very important that if you sign up, you MUST show up. You are representing not only yourself, but also the School of Social Work. The other disciplines really enjoy the opportunity to interact with and learn from the social work students.

With permission from your instructor, you may opt to watch the Interprofessional Education video: https://oipp.rbhs.rutgers.edu/curricular-materials/

All students are required to write up a one page reflection paper on the IPE experience answering:
1. What was the greatest learning experience for you from the event?
2. What will you use in your future social work practice?

The paper is due to your instructor within one week of attending the IPE event.

**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:
A  92-100
B+  87-91
B   82-86
C+  77-81
C   70-76
F   0-69

*Scores to be rounded up at .5

X. **Course Evaluation**

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are anonymous. The instructor may also choose to conduct a mid-point evaluation.

**Resources and Important Links:**

- 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

**SCHOOL’S MISSION STATEMENT**

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 strengthens 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

**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 (NB, 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.

Contact: 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

Office on Violence Prevention and Victim Assistance

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.

XII. 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 code of conduct in the field for which the student is preparing.”

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.

XIII. 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.

XIV. 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-\url{http://rupd.rutgers.edu/shooter.php}.

XV. Course Outline

A variety of methods are used including lectures, discussions, exercise, assignments, readings, and videos. Readings marked with an asterisk "*" are available electronically through the library reserve system, and are required.
Course Outline

A variety of methods are used including lectures, discussions, exercises and assignments, readings, videos.

I. INTRODUCTORY CONCEPTS

Week 1: Overview/ History of Chronic Illness

At the end of this unit, the student will be able to:
1. Define chronic illness.
2. Outline how chronic illness evolved over time.
3. Identify key chronic illnesses present today.

Required Readings:

1. Marini & Stebnicki- Chapter 1: History of Treatment toward Persons with Disabilities in America.
4. Lubkin, I., & Larsen, P. Chronic Illness Impact and Interventions, Chapter 1: Chronicity.

Supplemental Reading


Required Video: (While it may seem older, the study is very well done.)
https://edhub.ama-assn.org/jn-learning/video-player/5855381

Week 2: Theoretical Models of Chronic Illness and Disability

At the end of this unit, the student will be able to:
1. Identify theories of CID and management
2. Explain theories of disability.
3. Describe the continuum of chronic illness and disability.
4. Describe how a social worker can use the ecosystems perspective to facilitate the care of a client with CID.

**Required Readings:**

1. Marini & Stebnicki- Chapter 4: Models of Disability: Implications for the Counseling Profession.

2. Marini & Stebnicki- Chapter 23: Classifying Functioning, Disability, and Health: The ICF


**Videos to watch:**

People-First Language  
[https://www.youtube.com/watch?v=QQ0pKPxoyHs](https://www.youtube.com/watch?v=QQ0pKPxoyHs)

In Search of the Man who Broke my Neck  
[https://www.ted.com/talks/joshua_prager_in_search_for_the_man_who_broke_my_neck](https://www.ted.com/talks/joshua_prager_in_search_for_the_man_who_broke_my_neck)

Disability Etiquette  
[https://www.youtube.com/watch?v=ImICLUig7AM](https://www.youtube.com/watch?v=ImICLUig7AM)

**Week 3: Gender, Cultural and Spiritual Issues**

At the end of this unit, the student will be able to:

1. Cite examples of societal reactions (positive and negative) to those with CID and disabilities.
2. Illustrate how to use “person-first” language and why we use it.
3. Analyze the role of spirituality in perceptions and experiences of those with CID and disability.
4. Demonstrate knowledge of the cultural issues that need to be considered when working with individuals with CID.

**Required Readings:**

1. Marini & Stebnicki- Chapter 10: Culture, Family, and Attitudes Toward Disability

2. Marini & Stebnicki- Chapter 20: Religion and Disability: Clinical, Research, and Training Considerations for Rehabilitation Professionals

*Supplemental Readings:*


**Video to Watch**

Disability and Spirituality Recovery Wholeness

https://www.youtube.com/watch?v=krCDzGyVj0k

**Week 4: Function and Risk Assessment**

At the end of this unit, the student will be able to:

1. Explain the role of functional assessment in the care of individuals with CID and disabilities.
2. Relate how physical health can impact mental health, and vice versa.
3. Describe quality of life instruments and how to use them with individuals with CID and disabilities.
4. Define the components of a psychosocial assessment.

**Required Readings:**

1. Marini & Stebnicki- Chapter 11: Quality of Life and Psychosocial Adaptation to Chronic Illness and Acquired Disability: A Temporal Perspective


2. Functional Status Questionnaire (just click on this link)

   https://geriatric toolkit.missouri.edu/funct/FSQ.pdf

**II. OVERVIEW OF CHRONIC ILLNESS AND DISABILITY MEDICAL AND PSYCHOSOCIAL ISSUES**

**Week 5: Chronic Illnesses (Medical and Psychosocial Issues)**

At the end of this unit, the student will be able to:

1. Characterize the impairments and differences in function that are associated with key CID.
2. Identify the critical medical and psychosocial issues related to key CID.
3. Explain related medical terminology.
4. Give examples of some of the important aspects of communication in working with clients in health care settings.

**Required Readings:**

1. The importance of communication:
   https://www.hhs1.com/the-importance-of-communication-in-healthcare/

2. Medical terminology
   http://quizly.co/can-you-pass-a-basic-medical-terminology-course/

3. Benefits of Interprofessional Collaboration in Health care

**Video**

Ted Talk: My Father Locked in His Body but Soaring Free
   https://www.ted.com/talks/kitra_cahana_my_father_locked_in_his_body_but_soo ring_free

**Week 6: Response and Adaptation to Chronic Illness and Disability**

At the end of this unit, the student will be able to:

1. Describe the functional aspects of key of physical, cognitive, and sensory impairments.
2. Analyze the role of adaptation and response to illness and disability and how that impacts rehabilitation.
3. Determine ways that having a CID may change patterns of parenting styles.

**Required Readings:**

1. Marini & Stebnicki - Chapter 6: Psychological Adaptation to Chronic Illness and Disability: A Primer for Counselors
4. Marini & Stebnicki - Chapter 25: Obesity as a Disability: Medical, Psychosocial, and Vocational Implications

Video:
My 12 Pairs of Legs (Aimee Mullins) (Video)  
https://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics

Week 7: Health Care, Insurance, and Clinical Practice Guidelines

At the end of this unit, the student will be able to:
1. Explain the various levels of care in the US healthcare system
2. Discuss the barriers to care for individuals with CID
3. Describe and discuss the use of clinical practice guidelines.
4. Explain the various forms of health insurance including the Affordable Care Act, Medicare, Medicaid, and private insurance

Required Readings:

   1. Chapter 1: Step 1 Make the Healthcare System Work for You
   2. Chapter 2: Step 2 Become a Savvy Survivor
   3. Chapter 4: Step 4 Form a Strong Support Team


Videos:
ACA and AHCA: Don Berwick Breaks It Down  
https://www.youtube.com/watch?v=KoTOzNRw8bg

Primer on Clinical Practice Guidelines  
https://www.youtube.com/watch?v=GaON-xdRyce

Week 8: Midterm

In Class
**Week 9: Interpersonal Violence and Cognitive Impairments**

At the end of this unit, the student will be able to:
1. Identify issues related to interpersonal violence in the lives of individuals with CID.
2. Illustrate ways cognitive impairment can impact daily functioning.
3. Analyze how cognitive impairments complicate the lives with CID as an additional burden to physical impairments

**Required Readings:**

1. Marini & Stebnicki- Chapter 21: Rehabilitation Professionals and Abuse of Women Consumers


**Video:** Violence against Women with Disabilities
[https://www.youtube.com/watch?v=EovgP4YXjL8](https://www.youtube.com/watch?v=EovgP4YXjL8)

**Week 10: Co-Occurring Mental and Physical Health Conditions**

At the end of this unit, the student will be able to:
1. Illustrate the role substance abuse and other comorbidities as additional burdens play in the lives of individuals with CID.
2. Identify how the role of military culture impacts social work with veterans.
3. Discuss how co-occurring disorders may impact special populations such as veterans.

**Required Readings:**

1. Marini & Stebnicki- Chapter 17: Substance use and Substance Use Disorders

III. SOCIAL JUSTICE, CHRONIC ILLNESS AND DISABILITY

Week 11: Accommodations and the Americans with Disabilities Act, Sexuality in those with Chronic Illness and Disability

At the end of this unit, the student will be able to:
1. List the rights people with disabilities have under the ADA.
2. Illustrate the role of accommodations outlined in the ADA for those with chronic illness and disabilities.
3. Define assistive technology and its use for people with CID.
4. Summarize how some of the sexual concerns of individuals with CID.
5. Identify some of the myths associated with sexuality for individuals with spinal cord injury and other types of disabilities.

Required Readings:

1. Marini & Stebnicki-Chapter 9: Beyond the Binary: Rethinking the Social Model of Disabled Sexuality

Video:
Week 12: Social Determinants of Health Care

At the end of this unit, the student will be able to:

1. Identify ways to locate resources to educate social workers on specific types of CID.
2. Explain how social determinants of health can impact individuals with CID.
3. Compare how health promotion for individuals with CID is different than for those without CID.

Required Readings:

1. Marini & Stebnicki- Chapter 8: Psychosocial Disparities Faced by Women With Physical Disabilities


Video:

https://www.ted.com/talks/thomas_ward_the_social_determinants_of_health

Lecture on Social Determinants of Health

https://www.youtube.com/watch?v=8PH4JYfF4Ns

Supplemental:


Week 13: Role of Chronic Pain, Cancer as a Chronic Illness

At the end of this unit, the student will be able to:
1. Explain the role of chronic pain in the lives of some individuals with CID.
2. Describe how cancer can be a chronic illness.
3. List barriers to care for individuals with cancer.
4. Explain how childhood cancer treatment can impact life-long societal integration.

Required Readings:


Supplemental

2. The Mystery Chronic Pain (video)
   https://www.ted.com/talks/elliot_krane_the_mystery_of_chronic_pain

IV. SPECIAL TOPICS

Week 14: Aging and Terminal Illness in Chronic Illness and Disability

At the end of this unit, the student will be able to:
1. Identify ways social workers can support successful aging with a CID.
2. Describe the impairments that come with aging for anyone, the compare with those aging with a CID.
3. Compare aging theories and how that would be applied to individuals with CID.
4. Identify the issues related to assisted suicide that social workers need to consider when working with clients and the client system.

Required Readings:

1. Marini & Stebnicki- Chapter 14: Psychosocial Counseling Aspects of Grief, Death, and Dying


*Supplemental:*

Multiple Chronic Conditions: A Day in the Life  
[https://www.youtube.com/watch?v=XIG1ZQFxFvs](https://www.youtube.com/watch?v=XIG1ZQFxFvs)

**Week 15  Presentation of Psychosocial Assessments and Course Wrap Up**

Assignment: Students are to present their psychosocial assessments as a 10-15 minute overview using PowerPoint.