AGING SERVICES: A RUTGERS **CRITICAL**
School of Social Work
PERSPECTIVE
SOCIAL WORK 19:910:572
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

SPRING 2019
MASTER ON THE GROUND

I. Catalog Course Description

This course provides an overview of older adults as a population group and of aging as a biopsychosocial process. The course explores aspects of social services and health care systems intended to help individuals, families, and communities confront aging-related challenges and capitalize upon aging-related strengths.

II. Course Overview

This course is a "General Elective" open to all graduate students. The course is offered as part of the School of Social Work's MSW Certificate in Aging and Health. The material in this course complements other certificate courses, including "SWPS II: Health & Aging," "Chronic Illness & Disability," "HBSE: Loss Across the Lifespan," "Clinical Social Work: Aging," and "Clinical Social Work: Health."

III. Place of Course in the 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:

1. **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.

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

V.   Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses assessing organizations as well as addressing human rights and social, economic and environmental justice through the study of the aging services in the United States.

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

1. To understand older adults as a diverse and ever-changing population group, and be able to describe and analyze the potential implications to society and to our aging networks.
2. To understand, describe, and analyze the range of services available for older adults and their caregivers, with a particular emphasis on services in New Jersey.
3. To critically analyze aspects of gerontological service delivery systems for informing practices that promote social and economic justice among older adults and their families.

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 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

VII. Required Readings

Required readings for this course include the following:

1. Niles-Yokum, K., & Wagner, D. L. (2015). *The Aging Networks: A guide to programs and services (8th Edition)*. New York: Springer.

2. Other required readings can be accessed through the RU Libraries electronic reserve system at https://www.libraries.rutgers.edu/. In the QuickSearch box on the Libraries homepage, type the Course NAME or the Course Number (Aging Services: A Critical Perspective 19:910:572) and select Course Reserves in the autofill drop down).

VIII. Course Website

This course will use Sakai as its course management site. The course website is organized around the main links on the left-hand side of the page. Here are several links in particular that students are to become immediately familiar with:

(1) Gradebook: The instructor will confidentially post students' grades on each assignment as the semester progresses. Students are encouraged to ensure that their grades have been properly entered throughout the semester.

(2) Resources: This link contains subdirectories for the PowerPoint slides and the assignment prompts and rubrics.

(3) Dropbox: Students are expected to submit electronic copies of their assignments before the class meeting at which it is due.

(4) Syllabus: A file that contains an up-to-date copy of this syllabus will be kept under this link.

IX. Course Assignments

(1) *Class attendance & participation (20% of final grade)*

A. *Class Attendance (10% of final grade)*

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.

Class attendance is **not** optional. Students are expected to notify the instructor prior to missing a session (see email and telephone numbers above). **Each unexcused 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 unexcused 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.**

B. *Quality and Quantity of Class Contributions (10% of final grade)*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 group exercises, responding to the instructor's and classmates' questions, and asking questions in return of classmates and the instructor.

(2) *Current Event Assignment* **(5% of final grade)**

The goal of the "Current Events Assignment and Discussion" is to encourage you to link current aging policy issues to course content. For this assignment, you are required to read a major national newspaper as they provide original, comprehensive, and well-regarded reporting on social welfare issues, including services for older adults, in the United States.

The current events assignment requires you to select and describe an article related to aging services.

> *Selecting an Article*

You will select an article from *The New York Times, Boston Globe, San Francisco Chronicle, Washington Post, or the Wall Street Journal* that deals with aging services in the United States. You will present a short summary of the article to the class and a written summary of the article to the professor. In your summary and discussion, you will include the following elements, which should be between 1 and 2 paragraphs (single-spaced) in length:

- describe the main point of the article (2–3 sentences);
- explain how the material relates to the course content (i.e., article DOES NOT have to be related to the current week's topic);
- consider the article's implications for aging services;
- pose a question for class discussion;
- provide a link to the article.

(3) *Individual Course Paper (40% of final grade)*

One of two major assignments for this course is a critical analysis of program models addressing particular aspects of aging services. Students will complete the paper in three parts:

- Final paper worksheet (5% *of grade*): Module 04
- Peer writing exchange with drafts of the final paper (5% *of grade*): Module 11
- Final version of the paper (30% *of grade*): Module 12

Instructions for each are located on the Sakai course management website. Students are encouraged to read them now and to review them throughout the semester. Due dates for these components are located on the course schedule at the end of this syllabus.

(3) *Group Project (35% of final grade)*

The other major assignment for this course is a group project. In teams, students will be responsible for conducting an on-site interview at an organization that serves older adults and their caregivers. The aim of the visit should be not only to directly experience a service setting that is not already familiar to the student, but also to provide an experiential learning opportunity to reflect on major course themes. Students should prepare for the interview by formulating interview questions that will allow them to conduct a critical analysis of the issues facing the organization. This analysis will be presented to the class through a PowerPoint presentation at the end of the semester. The specific components for the group project include:

- Project proposal (5% *of grade*): Module 06
- Conduct agency interview: Module 08
- In-class presentation (25% *of grade*): Module 14 or Module 15
- Peer evaluations (5% *of grade*): Module 15

Instructions for each are located on the course management website. Again, students are encouraged to read them now and to review them throughout the semester. Due dates for these components are located on the course schedule at the end of this syllabus.

Grading: Final grades will be assigned using the following cut-offs:

A	92-100		C+	77-81.99
B+	87-91.99		C	70-76.99
B	82-86.99		F	0-69.99

X. Course Policies

(1) Turning in Written Assignments:

Students must turn in the take-home assignments through the "Dropbox" on the course website. Students must also upload a copy of the PowerPoint file for their group presentation before class on the day on which they present. (Each individual group member must upload a copy.)

All assignments should follow these formatting guidelines:
- double-spaced   - 12-point Times New Roman font   - 1" margins
- APA-style in-text references (http://www.apastyle.org/apa-style-help.aspx)

Material that is consulted from sources outside of the assigned, in-class readings should be cited and documented in a reference list, as well as using in-text citations. Students who choose to include the exact words of authors of the in-class readings should use APA style in placing quotation marks and providing a proper in-text citation for the material. Proper citation of words and ideas by use of APA style is expected for all written work in this course—including worksheets and online discussion boards.

You must turn in written work before the time specified. Work that is submitted within 24 hours after a deadline has passed will be penalized 15 points (one full letter grade). Anything submitted beyond 24 hours up until 48 hours of a due date will be penalized 30 points (two full letter grades). Work submitted after 48 hours past a deadline due date will not be accepted. 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 as much as possible in advance and in writing. The timeliness of the request for an extension will be weighted heavily in the instructor's decision as to whether or not the extension is warranted. If an extension is granted, the student will receive this information in writing from the instructor indicating when the assignment needs to be submitted. Please refer to the schedule of course topics and readings for deadlines with respect to each assignment.

 (2) *Statement on Academic Integrity* (NOTE: The following text has been taken verbatim from the School of Social Work's Office of Academic Affairs.)

"All work submitted in a graduate course must be your own.

"It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

"Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment…" and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

"Plagiarism as described in the University's Academic Integrity Policy is as follows: '*Plagiarism*: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited 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.

-Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

-Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution'.

"Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are

potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying 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 regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers."

(3) Disability Accommodation (NOTE: The following text has been taken verbatim from the School of Social Work's Office of Academic Affairs.)

"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 campus¹s 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."

(4) Statement on Personal Technology Use

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.

Also, please do not check email or browse online during class time if you are using a laptop. It might not take away from your own learning experience, but it very well could distract your classmates and the instructor. Please be respectful of the environment within our communal classroom space.

(5) Receiving Course Messages through Email

Students are expected to regularly check their Rutgers email account for course messages. If students prefer to use a non-University email account, they are responsible for setting up account preferences such that mail sent to their Rutgers account is automatically forwarded to their other account.

(6) Weather Cancellations

Students will receive notification from the instructor by email if class is cancelled because of inclement weather. Within a week of the class cancellation, the instructor will specify an alternative assignment that will allow students to receive credit for the missed session.

XI. 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. Resources and Important Links:

* 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

XII. 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, IW, 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

XIII. 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.

XIV. 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.**

.

Course Outline and Schedule

Module	Date	Topic	Readings	Assignments Due for That Week
Module #1-		Introductions to Each Other and to the Course		Individual group preferences form is distributed to students
Module #2-		Attitudes about Aging and Aging Services	Applewhite, A. (2015). How I became an old person in training. *Generations, 39*(3), 64-67. [See also a video clip of Applewhite reading from her book at https://www.youtube.com/watch?v=tzY_rloi7Wk.] Emanuel, E. J. (2014, October). Why I hope to die at 75. *The Atlantic*. Retrieved from http://www.theatlantic.com/features/archive/2014/09/why-i-hope-to-die-at-75/379329/ Lindland, E., Fond, M., Haydon, A., & Kendall-Taylor, N. (2015). Gauging aging: Mapping the gaps between expert and public understandings of aging in America. Retrieved from http://www.frameworksinstitute.org/pubs/mtg/gaugingaging/index.html.	
Module #3-		The Landscape of Aging Services	Niles-Yokum, K. & Wagner, D. L. (2015). The Aging Networks: A guide to programs and services (pp. 1-102).	
Module #4-		Effective-ness & Evidence-Based programs and	**Browse the articles below. Choose one of the three EBPs for the individual course assignment, and read the articles related to your program for more in-depth knowledge: 1. **EBP for depression- Get Busy, Get Better (GBGB)**	**Individual paper worksheet due: Select an**

| | | Services | **Articles:**

<mark>Gitlin, L.N., Parisi, J.M., Huang, J., Winter, L., & Roth, D.L. (2018). Valuation of life as outcome and mediator of depression intervention for older African Americans: The Get Busy Get Better trial. *International Journal of Geriatric Psychiatry*, 33(1), e-31-e39. doi: [10.1002/gps.4710]</mark>

Gitlin, L. N., Harris, L. F., McCoy, M. C., Hess, E., & Hauck, W. W. (2015). Delivery characteristics, acceptability, and depression outcomes of a home-based depression intervention for older African Americans: The Get Busy Get Better Program. *The Gerontologist*, 1 -11. doi: 10.1093/geront/gnv117

Gitlin, L. N., Harris, L. F., Mccoy, M. C., Chernett, N. L., Pizzi, L. T., Jutkowitz, E., ... Hauck, W. W. (2013). A home-based intervention to reduce depressive symptoms and improve quality of life in older African Americans. *Annals of Internal Medicine, 159*, 243. doi:10.7326/0003-4819-159-4-201308200-0000

2. **EBP for dementia caregiving – NYU Caregiver**

Articles:

<mark>Gaugler, J.E., Reese, M., & Mittelman, M.S. (2018). Process evaluation of the NYU Caregiver intervention- adult child. *The Gerontologist*, 58 (2), e-107- e-117. doi:10.1093/geront/gnx048.</mark>

Mittelman, M.S., Roth, D.L., Haley, W.E. & Zarit, S.H. (2004). Effects of a caregiver intervention on negative caregiver appraisals of behavior problems in patients with Alzheimer's disease: Results of a randomized trial. *Journals of Gerontology: Psychological Sciences*, 59(1), P27-P34.

Roth, D. L., Mittelman, M. S., Clay, O. J., Madan, A., & Haley, W. E. (2005). Changes in social support as mediators of the impact of a psychosocial intervention for spouse caregivers of persons with Alzheimer's Disease. *Psychology and Aging, 20*(4), 634-644. | **evidence-based program for your individual paper** |

			3. **EBP for fall prevention- Matter of Balance (MOB)** **Articles:** Alexander, J. L., Sartor-Glittenberg, C., Bordenave, E., & Bordenave, L. (2015). Effect of the Matter of Balance Program on balance confidence in older adults. *GeroPsych: The Journal of Gerontopsychology and Geriatric Psychiatry*, 28, 1-7. http://doi.org/10.1024/1662-9647/a000121 Healy, T.C., Peng, C., Haynes, P., McMahon, E., Botler, J., & Gross, L. (2008). The feasibility and effectiveness of translating A Matter of Balance into a volunteer lay leader model. *Journal of Applied Gerontology, 27*(1), 34-51. Tennstedt, S., Howland, J., Lachman, M., Petereson, E. W., Kasten, L., & Jette A. (1998) A randomized, controlled trial of a group intervention to reduce fear of falling and associated activity restriction in older adults. *Journals of Gerontology: Social Sciences, 53*(6), 384-392. doi: 384–92.10.1093/geronb/53B.6.P384	
Module #5-		Access, Outreach, & Caregiving	Atkins, G. L. (2014). Solving the long-term services and supports financing puzzle. *Public Policy & Aging Report*, 24, 40-45. Gitlin, L., Marx, K., Stanley, I., & Hodgson, N. (2015). Translating evidence-based dementia caregiving interventions into practice: State-of-the-science and next steps. *The Gerontologist*, 55, 210–226. Niles-Yokum, K. & Wagner, D. L. (2015).*The Aging Networks: A guide to programs and services* (pp. 187-203). [To access full-text, click on "Connect to MyiLibrary resource"] Thomas, K. S., & Mor, V. (2013). Providing home-delivered meals is one way to keep older adults with low care needs out of nursing homes. *Health Affairs*, 32, 1796-1802.	

Module #6-		Design, Innovation, & Aging Services Technologies (ASTs)	==Kiyota, E. (2018). Co-creating environments: Empowering elders and strengthening communities through design. *What Makes a Good Life in Late Life? Citizenship and Justice in Aging Societies, special report, Hastings Center Report,* 48 (5), S46-S49. DOI: 10.1002/hast.913.== https://onlinelibrary.wiley.com/toc/1552146x/2018/48/S3 US Department of Health & Human Services (2012). *Report to congress: Aging services technology study*. Retrieved from https://aspe.hhs.gov/system/files/pdf/76531/ASTSRptCong.pdf Read: Chapter 10- Barriers and Potential Strategies to Promote Development, Adoption, and Use of Aging Services Technologies (p.153-169) and Conclusion (p. 173-184) White House Conference on Aging (2015). *Final Report*. Retrieved from http://www.whitehouseconferenceonaging.gov/2015-WHCOA-Final-Report.pdf. Read: p.12-16		**Group project proposals due**
Module #7-		Inequality & Justice	Abramson, C. (2015). Unequal until the end. *The Atlantic*. Retrieved at http://www.theatlantic.com/business/archive/2015/04/unequal-until-the-end/389910. Davitt, J. K, Bourjolly, J., & Frasso, R. (2015). Understanding inequities in home health care outcomes: Staff views on agency and system factors. *Research on Gerontological Nursing*, 8(3), 119-129. doi: 10.3928/19404921-20150219-01 Dilworth-Anderson, P, Pierre, G., & Hilliard, T. A. (2012). Social justice, health disparities, and culture in the care of the elderly *The Journal of Law, Medicine, and Ethics*, 40(1), 26-32. [Click "Full-text PDF"] Ferraro, K.F., Kemp, B.R., & Williams, M.M. (2017). Diverse aging and health inequality by race and ethnicity. *Innovation in Aging*, 00(00), 1-11. doi:10.1093/geroni/igx002		

			Niles-Yokum, K. & Wagner, D. L. (2015a).*The Aging Networks: A guide to programs and services* (pp. 103-152). New York: Springer. [To access full-text, click on "Connect to MyiLibrary resource"]	
Module #8-		Compensation Week- No assigned readings and no class meets	***Conduct interviews with agencies during this week***	
	SPRING BREAK: Week of 3/10/2018- 3/18/2018			
Module #9-		Student-Directed Learning	Read one of the articles that relates to the topic for your individual paper. [Note: some of these articles are not available in eReserves. Click on the links below to access them.] ***Later Life Depression*** Fiske, A., Wetherell, J. L., & Gatz, M. (2009). Depression in older adults. *Annual Review of Clinical Psychology*, 5, 363-389. doi:10.1146/annurev.clinpsy.032408.153621 Kok, R.M. & Reynolds, C.F. (2017). Management of depression in older adults: A review. *Journal of the American Medical Association, JAMA*, 317 (20), 2114-2122. doi:10.1001/jama.2017.5706 This article is available through Rutgers Library system. ***Dementia Caregiving*** Etters, L., Goodall, D., & Harrison, B. E. (2008). Caregiver burden among dementia patient caregivers: a review of the literature. *Journal of the American Academy of Nurse Practitioners*, 20(8), 423-428. doi: 10.1111/j.1745-7599.2008.00342.x	

			Mohamed, S., Rosenheckm R., Lyketsos, K., & Schneider, L.S. (2010). Caregiver burden in Alzheimer's disease: Cross-sectional and longitudinal patient correlates. *American Journal of Geriatric Psychiatry*, 18 (10), 917-927. doi:10.1097/JGP.0b013e3181d5745d. *Falls* Ambrose, A.F., Paul, G., & Hausdorff, J.M. (2013). Risk factors for falls among older adults: A review of the literature. *Maturitas*, 75 (1), 51-61. **DOI:** 10.1016/j.maturitas.2013.02.009. This article is available through Rutgers Library system. Stevens, J.A., Corso, P. S., Finkelstein, E. A., & Miller, T. R. (2006). The costs of fatal and non-fatal falls among older adults. *Injury Prevention*, 12(5), 290-295. doi: 10.1136/ip.2005.011015	
Module #10-		Social Work Leadership in Aging	Golden, R. (2011). Coordination, integration, and collaboration: A clear path for social work in health care reform. *Health & Social Work*, 36(3), 227–228. [Click on "PDF Full Text"] Jones, B., Phillips, F., Head, B. A., Hedulnd, S., Kalisiak, A., Zebrack, B., Kilburn, L., & Otis-Green, S. (2014). Enhancing collaborative leadership in palliative social work in oncology. *Journal of Social Work in End-of-Life & Palliative Care*, 10, 309-321. [Click Full text HTML or PDF] Niles-Yokum, K. & Wagner, D. L. (2015b).*The Aging Networks: A guide to programs and services* (pp. 155-165). New York: Springer. [To access full-text, click on "Connect to MyiLibrary resource"] Pages 5-11 from the final report for the White House Conference on Aging. (Available at http://www.whitehouseconferenceonaging.gov/2015-WHCOA-Final-Report.pdf.) Sehrawat, S. (2010). The omission of comprehensive care: An analysis of the	

			[Nursing Home Reform Act of 1987](#). *Journal of Gerontological Social Work*, 53, 64-76.	
Module #11-		Peer Writing Exchange	Reviewing Individual Papers	**Peer writing exchange- Bring in 3 copies of the draft of your individual paper for peer reviews.**
Module #12-		In-Class Work on Group Presentation	Working with your group on the Group Presentations	**Individual paper due**
Module #13-		Housing & Age-Friendly Advocacy	Choose three articles to read: Alley, D., Liebig, J., Pynoos, J., Banerjee, T., & Choi, I.H. (2007). [Creating elder-friendly communities: Preparations for an aging society](#) . *Journal of Gerontological Social Work*, 49(1-2), 1-18. [Click PDF] Greenfield, E.A., Oberlink, M., Scharlach, A.E., Neal, M.B., & Stafford, P.B. (2015). Age-friendly community initiatives: Conceptual issues and key questions. *The Gerontologist*, 55 (2), 191-198. <mark>Greenfield, E.A. (2018). Age-friendly initiatives, social inequalities, and spatial justice. *What Makes a Good Life in Late Life? Citizenship and Justice in Aging Societies, special report, Hastings Center Report,* 48 (5), S41-S45. DOI: 10.1002/hast.912 https://onlinelibrary.wiley.com/toc/1552146x/2018/48/S3</mark> Lawler, K. (2015). [Age-friendly communities: Go big or go home](#). *Public Policy & Aging Report, 25*(1), 30-33. doi: 10.1093/ppar/pru051	

			McFadden, E.S. & Lucio, J. (2014). Aging in (privatized) places: Subsidized housing policy and seniors. *Journal of Housing for the Elderly*, 28 (3), 268-287. DOI: 10.1080/02763893.2014.930364	
Module #14-		Student Presentations		**Group Presentations Due**
Module #15-		Student Presentations		**Group Presentations Due Group Peer Evaluations Due**