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

19:910:572   **Aging Services: A Critical Perspective**
Spring 2023

Instructor:
Office hours:
Email:
Telephone:

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 "SWPSII: Health & Aging," "Chronic Illness & Disability," "Loss Across the Lifespan," "Clinical Social Work: Aging," and "Clinical Social Work: Health."

III. Place of Course in Program

This is a General Elective toward the MSW degree.

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). Students are welcome to review CSWE's accreditation standards 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*

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individuals, families, groups, organizations, and communities.

This course will assist students in developing the following competencies:

- Competency 2: Engage Diversity and Difference in Practice

The verbatim definition of this competency is below:

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- *apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;*
- *present themselves as learners and engage clients and constituencies as experts of their own experiences; and*
- *apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients*

- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

The verbatim definition of this competency is below:

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. Social workers:

- *apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and*
- *engage in practices that advance social, economic, and environmental justice.*

- Competency 5: Engage in Policy Practice

The verbatim definition of this competency is below:

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- *Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services*
- *assess how social welfare and economic policies impact the delivery of and access to social services;*
- *apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.*

V. <u>Course Learning Goals</u>

To understand older adults as a diverse and ever-changing population group.

1. To understand the range of services available for older adults and their caregivers, with a particular emphasis on services in New Jersey.
2. To critically analyze aspects of aging service delivery systems for informing practices that promote social and economic justice among older adults and their families.
3. To develop one's identity and voice as a leader and advocate around issues in aging services.
4. To integrate formal gerontological scholarship with one's own professional and personal experiences to enhance social work practice.

VI. <u>School of Social Work Mission Statement and School Wide Learning Goals</u>

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. <u>Required Texts and Readings</u>

Required readings for this course include articles listed under the "Readings and Resources" tab for each module. You can also access readings through 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. 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, <u>please click here for a video tutorial</u>.

This course also has a required textbook:

- Niles-Yokum, K., & Wagner, D. L. (2019). *The Aging Networks: A guide to policy, programs, and services (9th Edition)*. New York: Springer.

If this text is available to rent through Amazon, you are certainly welcome to use this option. It should be of no disadvantage to you for the purposes of this course. Please make sure to access the 9th edition.

Also, the required text is available as an e-book through the Rutgers University library system. Please follow this link: http://bit.ly/37nLQAn

After clicking "View Online," please note the following:
o   Do NOT click the "Download Book" option; this will block other users.
o   If downloading, please download individual chapters. See the "Download PDF Chapter" link on the right, next to each section/chapter. Note that there is a limit on how many pages students can download in a single session. To get around this, close out your browser, and then open it for a new session (or use an alternative browser). Downloading the entire book likely will take 3-4 sessions.
o   You also have the option of reading the book online from your browser instead of downloading.

VIII. <u>Course Attendance and Participation Policies</u>

To gain the most from their educational experience, MSW students are expected to participate in the modules each week. The course is designed for students to work on the assigned content for each week. It is important for students to keep up with weekly work and to build in time for this course as part of their weekly routine. For small-group discussions, please note that students must post by Day 5, and then respond to at least one of their peers by Day 7. Therefore, it is likely that you will need to engage with the course website at least twice each week. Also, the instructor will respond to students' work both through the course announcement tool on Canvas, as well as through Gradebook. Please be on the lookout for this additional content for each module as the course progresses.

Please refer to Section XI regarding assignments for the instructor's policies on late submissions.

IX. Diversity and Inclusion Statement

RU SSW seeks to create an inclusive learning environment where diversity, individual differences and identities (including but not limited to race, gender-identity and expression, 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 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.

X. Reaching Out and Student Success and Well-Being

Graduate School is challenging no matter what, and this has been a particularly challenging time period for all of us. My goal is to support your success in the classroom despite these challenges. If you are struggling academically or if you have other concerns, please reach out to me and communicate your concerns. I am here to help you with course content, and I can refer you to other academic support and/or resources to support your well-being as necessary. Please remember that the Office of Student Affairs and your advisor are also here to help facilitate your success in our program as well. A variety of resources can be found on including supports around behavioral health/counseling, sexual violence and misconduct diversity and inclusion and bias reporting by campus at https://socialwork.rutgers.edu/current-students/office-student-affairs.

XI. Assignments and Grading

SSW MSW Grading Scale: Below is the grading scale for the MSW program

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

Assignment Overview

(1) **Final Course Project (37% of final grade)**

The final course project requires students to conduct an interview with an aging services professional or an adult age 70 or older aging who is a client or participant of an aging focused organization. The project "output" is a paper or recorded presentation (with slides) that provides an analysis of the interview with respect to major course themes. Students' projects will be featured through the Module 14 discussion board. Students' papers or presentations will contribute to 33% of their final course grade; an additional 4% will reflect students' thoughtful engagement in the Module 14 discussion board. See **Final Course**

Project Overview, Prompt, Rubric, and Submission in Canvas for additional information.

Timeliness: Students must submit their final course project by the date specified in the course site. The instructor will grant a 24-hour extension if the student emails the instructor in advance of the due date and receives written confirmation from the instructors that a 24-hour extension has been granted. Because course projects will be discussed in small groups, the maximum extension is 24 hours.

(2) **Small-Group Discussions (29% of grade)**

Students will be assigned to small groups throughout the first half of the course. Students will be assigned randomly for Modules 1 and 2. For Modules 3 through 7, students will be assigned to become familiar with media content from a designated organization in aging and to share information and their analysis of the organization with their assigned small group for these modules. Responses to these discussion boards are to be formulated in writing. Students will be expected to respond to each other's insights and ideas through the discussion board. (For more information, see **Overview of Individual Activity Posts and Small Group Discussions** and **Individual Activity Posts and Small Group Discussion Rubrics** in Canvas)

Timeliness: Students must post their initial responses by Day 5 of the module (Saturday at 11:59 PM ET). Students must respond to at least one of their groupmates' posts by Day 7 of the module (Monday at 11:59PM ET). If students need more time, please email the instructor to request an extension. Students who post late without prior approval can earn up to half credit for the posting as long as it is made before the subsequent module ends.

(3) **Individual Student Activity Posting (20% of grade)**

Several of the modules will involve students posting their work on an individual student activity through an all-class discussion board. Students have the option of posting written responses or video recordings for these activities. Many of these discussion boards will be in response to an assigned reading or resource. (For more information, please see the following in Canvas: **Overview of Individual Activity Posts and Small Group Discussions** and **Individual Activity Posts and Small Group Discussion Rubrics**.)

Timeliness: Students must post by Day 7 of the module (Monday at 11:59PM ET). If students need more time, please email the instructor to request an extension. Students who post late without prior approval can earn up to half credit for the posting as long as it is made before the subsequent module ends.

(5) **Course Quizzes and Miscellaneous Course Activities** (14% of grade)

Modules 4 and 9 will include multiple choice, open-book, quizzes that address the assigned readings and resources for the respective module. (The longer quiz in Module 4 is worth 6% of students' final course grade, and the shorter quiz in Module 9 is worth 4%.) Students also will receive credit for completing several miscellaneous course activities throughout the course for an additional 4% of their final course grade.

Timeliness: No late work will be accepted on the quizzes. They must be completed by the date/time specified on the course site. Students must complete the Miscellaneous Course Activities by Day 7 of the module (Monday at 11:59PM ET), unless otherwise specified on the course site. If students need more time, please email the instructor to request an extension. Students who post late without prior approval can earn up to half credit for the posting as long as it is made before the subsequent module ends.

(6) **Optional Midterm Assignment (up to 1% of extra credit)**

Students will have the option to complete an extra credit assignment toward the middle of the semester. Their work on this assignment will contribute up to 1% additional to their final course grade. See **Optional Extra Credit Midterm Assignment** in Canvas for additional information.

Timeliness: Students must submit the midterm assignment by the date specified in the course site. Students will not have the option to complete it later into the semester.

XII. Academic Resources

Library Research Assistance

Julia Maxwell is the social work the social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu p. 848-932-6124 ; **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. Writing skills can be improved with practice and effort, and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

All MSW Students

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. https://rlc.rutgers.edu/student-services/writing-tutoring Online tutoring is available.

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available. http://www.ncas.rutgers.edu/writingcenter

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 7th 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/

XIII. 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 (Patricia Findley at pfindley@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.***

XIV.   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 website.

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.

Module 1: Get Ready, Get Set...,

Module Objectives

1. State who is your instructor and identify several classmates with interests similar to your own.
2. Explain key course policies (e.g., when materials for each module are due).
3. Describe the major course assignments (small group discussions, optional midterm, final course assignment).

Core Readings

1. Garrett, E., Bowles, J., Dvorkin, E., & Gallagher, L. (2020). *Supporting older adults through coronavirus: Ideas from experts and leaders across NYC.* https://nycfuture.org/research/supporting-older-adults-through-coronavirus

2. NASW. (2021). *Code of Ethics* (Ethical Principles) https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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Module 2: Anti-Ageism and Reframing Aging

Module Objectives

1. To identify and debunk common myths about aging.
2. To become more aware of one's own attitudes about aging.
3. To describe strategies for communicating about older adults as a diverse population subgroup in less biased ways.

Core Readings

1. Gerontological Society of America. (2020). Understanding ageism and COVID-19. https://www.geron.org/images/gsa/reframing/AgeismInfographic_final.pdf

2. American Psychological Association (2019). APA style: Age. https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/age

Module 3: Anti-Racism and Aging Equity

Module Objectives

1. Understand how systemic racism and other systems of oppression are fundamental contexts for aging.
2. Become more aware of how COVID-19 has exacerbated racial inequalities and disparities aging.
3. Reflect on the practice of social work in the delivery of aging services toward aging equity.

Core Readings

1. Graham, J. (2020, September 3). Why Black aging matters, Too. *Kaiser Health News*. https://khn.org/news/why-black-aging-matters-too/

2. Placenscia, M. (2022). Accounting for the diverse experiences of older immigrants in today's America. *Generations Journal.* https://generations.asaging.org/diverse-experiences-older-immigrants-america

3. Niles-Yokum, K. & Wagner, D. L. (2019). *The Aging Networks: A guide to policy, programs, and services* (*9th ed.*, pp. 1-18). New York: Springer.

4. Website content of your assigned organization in aging

Module 4: The Landscape of Aging Services

Module Objectives

1. To list major types of aging services and what they are.
2. To explain how the Older Americans Act initiated the formalization of the "Aging Network."
3. To define what an Area Agency on Aging is and to list their various funding sources.

Core Readings

1. Niles-Yokum, K. & Wagner, D. L. (2019). *The Aging Networks: A guide to policy, programs, and services* (9th ed., pp. 21-45 and pp. 88-106). New York: Springer.

Module 5: Access, Outreach and Caregiving

Module Objectives

1. Describe how financial constraints and current public funding arrangements for long-term services and supports limit people's ability to access aging services.

2. To provide examples of innovative outreach practices in aging services.
3. To explain why family caregivers are considered the "backbone of long-term care" in the U.S., the importance of their work, and considerations for caregiver support in the context of diversity and oppression.

Core Readings

1. Niles-Yokum, K. & Wagner, D. L. (2019).*The Aging Networks: A guide to programs and services* (*9th ed.*, pp. 49-73). New York: Springer.
   The Recognize, Assist, Include, Support, and Engage (RAISE) Act Family Caregiving Advisory Council & The Advisory Council to Support Grandparents Raising Grandchildren (2022). First principles: cross-cutting considerations for family caregiver support.
   https://acl.gov/sites/default/files/RAISE_SGRG/NatlStrategyFamCaregivers_FirstPrinciples.pdf
2. Benjamin Rose Institute. (n.d.) Best practice caregiving.
   https://bpc.caregiver.org/#searchPrograms

3. Website content of your assigned organization in aging

Module 6: Effectiveness & Evidence Based Programs

Module Objectives

1. To provide an example of a measurable outcome that we would expect from an aging-focused service or program and how this outcome relates to the concept of effectiveness.
2. To list examples of evidence-based programs in aging and health.
3. To give an example of how advocates within the field of aging are--or could be--using evidence from research studies to garner support for a program area of service.

Core Readings

1. Rizzo, V. M., Burnes, D., & Chalfy, A. (2015). A systematic evaluation of a multidisciplinary social work–lawyer elder mistreatment intervention model. *Journal of Elder Abuse & Neglect, 27*(1), 1–18. Doi: 10.1080/08946566.2013.79210

2. *Aging & Disability Business Institute. (n.d.) Crosswalk: Evidence-Based Leadership Council and the 4 M's. https://www.aginganddisabilitybusinessinstitute.org/wp-content/uploads/2018/07/Crosswalk-4Ms-508.pdf*

3. Website content of your assigned organization in aging

Module 7: **Leadership in Aging Services**

Module Objectives

1. Provide examples of how aging services are changing.
2. Explain how leadership around greater inclusivity in aging can emerge form both formal service organizations as well as grassroots community groups.
3. Describe leadership competencies in social work and aging.

Core Readings

1. Niles-Yokum, K. & Wagner, D. L. (2019). *The Aging Networks: A guide to policy, programs, and services* (*9th ed.*, pp. 153-170). Springer: NY

2. CSWE Gero-Ed Center. (n.d.) Geriatric social work competency scale II with lifelong leadership skills: Social work practice behaviors in the field of aging.

3. Website content of your assigned organization in aging

Module 8: Optional Midterm Assignment

Module Objectives

None

Core Readings

None

Module 9: Basic, Legal, and Human Rights and Climate Change

Module Objectives

1. Describe the relevance of disaster preparedness and climate change for the field of aging.
2. Explain major federal policies underlying protective services for vulnerable adults
3. Give examples of legal services that are publicly funded and available to older adults with limited incomes

Core Readings

1. Niles-Yokum, K. & Wagner, D. L. (2019).*The Aging Networks: A guide to programs and services* (9th ed., pp. 76-83). New York: Springer.

2. Pillemer, K., & Filiberto, D. (2017). Mobilizing older people to address climate change. *Public Policy & Aging Report, 27*(1), 18-21. https://doi-org.proxy.libraries.rutgers.edu/10.1093/ppar/prw030

Module 10: Age- Friendly Community Initiatives

Module Objectives

1. Explain how age-friendly community initiatives differ from traditional aging services.
2. Explain the importance of local government leadership for improving environments for aging.

Core readings

None

Module 11: Student-Directed Learning

Module Objectives

1. List the names of at least two organizations that offer webinars featuring local and national voices in aging services
2. Explain the value of online web content for lifelong learning in aging and social work
Core readings

None

Modules 12 & 13: Complete and Post Course Projects

Module Objectives

None

Core Readings

None

Module 14: Peer Discussion on the Course Project

Module Objectives

1. Describe at least two key insights from each of your classmates' papers.
2. Provide additional examples of how key course themes relate to real-time organizations in aging services.

<u>Core Readings</u>

None

Module 15: Wrap- Up

<u>Module Objectives</u>

1. Identify which aspects of the course most meaningfully promoted your professional development and learning.
2. Describe an area for continued learning.

<u>Core Readings</u>

None