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

Aging Services: A Critical Perspective
Course: 19:910:572

Academic Year 2024-2025

Term:
Instructor:
Email:
Phone:
Office Hours:

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

As students read through this syllabus, they should also remember to closely review the School-Wide Syllabus in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

III.   Place of Course In Program

This is a General Elective toward the MSW degree.

IV.   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 2022 CSWE competencies within its curriculum. The competencies assessed in this course

include:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

The verbatim definition of this competency is below:

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

The verbatim definition of this competency is below:

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:
a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:
a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

View the entire set of 2022 CSWE competencies

V.   Course Objectives

Upon completion of the course students will have beginning competence:

1. To understand older adults as a diverse and ever-changing population group.
2. To understand 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 aging service delivery systems for informing practices that promote social and economic justice among older adults and their families.
4. To develop one's identity and voice as a leader and advocate around issues in aging services.
5. To integrate formal gerontological scholarship with one's own professional and personal experiences to enhance social work practice.

VI.   Required Texts and Readings

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, please click here for a video

tutorial.

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 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.

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.   Attendance and Participation

Attendance
Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

Late Assignments

To gain the most from this course, 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.

Please refer to the content below for the instructor's policies on late submissions (i.e., "timeliness" text below the description of each assignment).

VIII. <u>Assignments and Grading</u>

All written assignments **<u>must</u>** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

- Note: Unless otherwise specified in the module "overview" item on the course site, all modules begin on Tuesday morning and run through the following Monday evening.

Please note that there is no midterm nor final course project. Instead, students are expected to be engaged with the course each week by engaging with the assigned materials in a timely manner. The table below lists each module, the assignments due, and applicable grading policies.

#	Topic	% of Final Grade	Individual Activity Post	Small Group Discussion	Worksheet	Multiple-Choice Quiz	Applicable Late Work Policies
1	Get Ready, Get Set	6%	X	X	X		A, B
2	Anti-Ageism	7%		X		X	A, B
3	Anti-Racism and Aging Equity	7%		X	X		A, B
4	Landscape of Aging Services	1%				X	C
5	Landscape of Aging Services Cont.	9%				X	C
6	Accessing Aging Services	9%		X	X	X	A, B
7	Caregiver Supports	9%		X	X		A, B
8	Dementia Supports	8%		X	X		A, B
9	Effectiveness and Evidence-Based Programs	8%	X	X			A, B
10	Basic, Legal, and Human Rights and Climate Change	8%		X		X	A, B
11	Age-Friendly Local Advocacy	8%	X		X		A, B
12	Student-Directed Learning	9%	X				A
13	Peer-to-Peer Learning	7%		X			A, B
14	Optional Extra Credit Module	2%		X	X		C
15	Wrap-Up	3%	X				C

[A] Email instructor in advance of item due dates to request an extension without late work penalty applied.
[B] Items can be submitted late through the Saturday of the following module for 50% credit without prior authorization from the instructor.
[C] No late work accepted.

IX.   <u>Course Outline</u>

This course is organized into four major segments:

- Module 1-5: Foundational Content
- Modules 6-11: Special Topics
- Module 12-14: Student-Directed and Peer-to-Peer Learning
- Module 15: Wrap-Up

Please refer to Section VII for an overview of each module and the activities assigned for each. The content below lists the learning objectives and readings for each modules. Readings marked with an asterisk "*" are available electronically through the library reserve system and are required.

Module 1: Get Ready, Get Set...

<u>Module Objectives</u>

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).

<u>Core Readings</u>

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

<u>Module Objectives</u>

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.

<u>Core Readings</u>

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

2. Ungar, A., Cherubini, A., Fratiglioni, L., de la Fuente-Núñez, V., Fried, L. P., Krasovitsky, M. S., Tinetti, M. E., Officer, A., Vellas, B., & Ferrucci, L. (2024). Carta of Florence Against Ageism: No place for ageism in healthcare. *The Journals of Gerontology, Biological Sciences and Medical Sciences*: *79*(3), glad264. https://doi.org/10.1093/gerona/glad264

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. Lee, S. (2024). Older Asian adults with limited English proficiency and racism through the lens of Asian human service workers. *Journal of Gerontological Social Work, 67(3)*, 297–305. https://doi.org/10.1080/01634372.2023.2261994
5. Website content of your assigned organization in aging

Modules 4 and 5: 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.

2. Siegler, E., L., Lama, S. D., Knight, M. G., Laureano, Et., & Reid, M.C. (2015). [Community-based supports and services for older adults: A primer for clinicians](). *Journal of Geriatrics, 2015*, 678625. https://doi.org/10.1155/2015/678625

Module 6: Accessing Aging Services

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. Explain how individual, family, community, and broader systems-levels conditions can promote greater access to community-based services for older adults.
3. Discuss how age-friendly considerations are important for helping older adults access public benefits for people of all ages.

Core Readings

1. Niles-Yokum, K. & Wagner, D. L. (2019).*The Aging Networks: A guide to programs and services* (*9th ed.*, pp. 62-73). New York: Springer.

2. Nierenberg, D. (n.d.). 1 in 14 seniors face food insecurity. We need to step up our efforts to help them. https://foodtank.com/news/2023/06/seniors-faces-food-insecurity-we-need-to-step-up-our-efforts-to-help-them

3. Turner et al., (2023). The Role of Trust in Older Adult Service Provision at the Onset of the COVID-19 pandemic.
4. Website content of your assigned organization in aging

Module 7: Caregiver Supports

Module Objectives

1. To explain why family caregivers are considered the "backbone of long-term care" in the U.S.
2. To describe what caregiver supports entail and how they are supported through public policy.
3. To list considerations for caregiver support in the context of diversity and oppression.

Core Readings

- Niles-Yokum, K. & Wagner, D. L. (2019).*The Aging Networks: A guide to programs and services* (*9th ed.*, pp. 49-60). New York: Springer.

- Caring for Those Who Care, Resources for Providers: Meeting the Needs of Diverse Family Caregivers; https://www.diverseelders.org/wp-content/uploads/2021/03/DEC-Toolkit-Final-R2.pdf
- First Principles: Cross-Cutting Considerations for Family Caregiver Support. https://acl.gov/sites/default/files/RAISE_SGRG/NatlStrategyFamCaregivers_FirstPrinciples.pdf
- Website content of your assigned organization in aging

Module 8: Dementia Supports

Module Objectives

1. Describe a range of programs and services in the community for people living with dementia and their care partners at different stages of disease progression.
2. Explain the importance of innovative approaches to supporting people with dementia in the community – such as through Memory Cafes or dementia-friendly initiatives – for promoting social engagement among people aging in place with dementia.

Core Reading

1. Scher, C. J. & Greenfield, E. A. (2023). Variation in implementing dementia-friendly community initiatives: Advancing theory for social change. *Geriatrics, 8*(2). https://doi.org/10.3390/geriatrics8020045
2. Alexander, K., Cave, N., Oliver, S., Bennett, S., Higgins, M., Hepburn, K., Clevenger, C., & Epps, F. (2024). Caregiving while Black: A novel, online culturally tailored pschoeducatino course for Black dementia caregivers. *The Gerontologist, 64*(6). https://doi.org/10.1093/geront/gnae009

Module 9: 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 *[Note: This reading corresponds with the Module 8: Written Lecture #2.]*
2. Raymond, J. (2023). Advancing health equity for Native Americans and Native Communities. https://www.ncoa.org/article/advancing-health-equity-for-native-americans-and-native-communities
3. Aging & Disability Business Institute. (n.d.) Crosswalk: Evidence-Based Leadership Council and the 4 M's. Retrieved from http://www.ihi.org/Engage/Initiatives/Age-

Friendly-Health-Systems/PublishingImages/Pages/Resources/Evidence-Based%20Leadership%20Council%20Programs%20and%20the%204%20Ms.pdfLinks to an external site.. *[Note: This reading corresponds with Module 8: Individual Activity Post.]*

4. Website content of your assigned organization in aging

Module 10: 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
3. Holly Dabelko-Schoeny, Geoffrey D Dabelko, Smitha Rao, Melissa Damico, Fiona C Doherty, Anthony C Traver, Marisa Sheldon, Age-Friendly and Climate Resilient Communities: A Grey–Green Alliance, *The Gerontologist*, Volume 64, Issue 3, March 2024, gnad137, https://doi.org/10.1093/geront/gnad137
4. Website content of your assigned organization in aging

Module 11: Age-Friendly Local Advocacy

Module Objectives

5. Provide an example of a program that local communities can adopt for addressing ageism and ableism.
6. Describe a strategy for connecting with a community leader to advocate on aging.

Core readings

None

Module 12: 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

Module 13: Peer-to-Peer Learning

Module Objectives

1. Describe an example of how you benefited from a colleague to learn something of relevance for your professional development.
2. Explain how to use digital platforms, such as Linkedin, for continued professional development.

Core Readings

None

Module 14: Optional "Make-Up Credit" Module

Module Objectives

1. Provide an example of an individual, program, or organization recognized for excellence in aging services.

2. Reflect on how these efforts relate to your social work identity and professional development.Core Readings

1. Explore the website of ASA Rise.
2. Dickerson, P. (2023). Lessons learned from ASA Rise. *Generations Today*.
3. Mock, M. (2023). Carl F. West Award Acceptance Speech. Presented at the meeting of New Jersey Advocates for Aging Well, New Brunswick, NJ.

Module 15: Wrap- Up

Module Objectives

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

Core Readings

None