



Course & Session Number	SOWK 610.06 S03	Classroom	Blended
Course Name	Promoting Health and Wellness in Later Life		
Day(s) & Time	1) Weekly Zoom sessions: Wed 6:30 – 8:30pm Sept 8, 15, 22, 29 & Oct 6, 13 2) Weekly asynchronous learning 3) Face to face residency: Sept 24 (6pm-9pm) & Sept 25 & 26 (9am-4pm) * see schedule for locations		
Instructor	Salimah Walji-Shivji LLB, RSW, ICD.D, MSW, BSW		
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SYLLABUS STATEMENT

Examines multiple social work theories, models, and approaches to clinical practice. Clinical social work practice is situated within historical, economic, political, social and cultural contexts. Critical perspectives, issues of power and intersectionality are discussed in relation to contemporary issues.

COURSE DESCRIPTION

In this course, we will explore theory, research, practice and policy relevant to understanding cognitive, mental, and physical health (e.g., dementia, depression, sexuality) and promoting wellness in later life. We will critically analyze theories, legislation, policies, and ethical issues as a foundation for advancing our understanding of these complex health considerations in later adulthood. These learnings will be integrated with research evidence to explore assessment tools (e.g., DSM-5), resources and support (e.g., programs for caregivers, robotic companion animals), and other interventions (e.g., Problem Solving Therapy, Reminiscence Therapy, and Intergenerational Programs). Using practice-based activities, we will apply these learnings to diverse populations across various settings (e.g., long term care, geriatric mental health units, community-based care).

COURSE LEARNING OUTCOMES

Upon completion of the Post-baccalaureate Certificate in Clinical Gerontology Social Work Practice, students will be able to:

1. Critically assess the historical, political and social context of clinical gerontological social work practice.

2. Articulate a holistic understanding of clinical gerontological social work practice.
3. Explain and apply multiple social work theories and approaches to clinical gerontological social work practice.
4. Identify and situate themselves within the critical perspective and contemporary issues surrounding clinical gerontological social work practice.
5. Articulate a broader and deeper understanding of clinical social work practice that is evidence-based and anti-oppressive and apply modalities for supporting and helping older adults.
6. Describe and apply assessment tools and intervention strategies relevant to clinical social work practice with older adults.
7. Integrate social work theories, models, and approaches into their clinical gerontological social work practice.
8. Apply evidence-based and anti-oppressive modalities towards supporting and helping older adults.
9. Use assessment tools and treatment intervention strategies relevant to clinical social work practice with older adults.
10. Utilize a holistic approach, from diagnosis to treatment, in their clinical social work practice with older adults.
11. Situate themselves and articulate their position within the critical perspective and contemporary issues and current research debates surrounding clinical gerontological social work practice.
12. Develop an evidence-based and anti-oppressive clinical gerontological practice model grounded in theory, research and best/promising practices.
13. Develop a personal ethical framework to guide their clinical gerontological social work practice, including attending to self-care.

LEARNING RESOURCES

REQUIRED TEXTBOOKS

Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2020). *Gerontological social work in action: Anti-oppressive practice with older adults, their families, and communities*. Routledge.

Youdin, R. (2014). *Clinical gerontological social work practice*. Springer.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone, and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This is the first of four required courses in the Clinical Gerontology Practice Certificate. It is a prerequisite for the second course in this certificate.

CLASS SCHEDULE

Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day

This course will include a combination of:

- 1) weekly synchronous (real-time) online instruction using Zoom,
- 2) weekly asynchronous (scheduled by the student) online learning, and
- 3) a weekend face to face, on-campus residency.

Date	Topic	Required readings/resources, guests & assignment due dates
Week 1: Synchronous – Zoom Wed Sept 8 6:30 – 8:30pm	Global and Local Context Social Work Role Theoretical Perspectives	Readings: Hulko et al. (2020) Introduction, Ch. 1 & 2 and Youdin (2014) Ch. 1 & 3 Guest Speaker: James Kennett Gray, O.C., A.O.E.
Week 1: Asynchronous activity	The Case of Georgina The Case of Henriqua	Readings: Youdin (2014) p. 14-17 & 59-64 Activity: Youdin (2014) p. 64 discussion questions 1 & 2 and Hulko et al. (2020) p. 36 questions 3 & 4 Assignment 1 #1 due at the end of the week
Week 2: Synchronous – Zoom Wed Sept 15 6:30 – 8:30pm	Assessment with Older Adults	Reading: Youdin (2014) Ch. 2 Guest Speaker: Dr. James Silvius, AHS Seniors Clinic
Week 2: Asynchronous learning	The Case of Dr. Frank	Reading: Youdin (2014) p. 37-44 Activity: Assessment template Assignment 1 #2 due at the end of the week
Week 3: Synchronous – Zoom Wed Sept 22 6:30 – 8:30pm	Psychopathological Problems and Older Adults	Readings: Youdin (2014) Ch. 5 and Hulko et al. (2020) Ch. 9 Guest Speaker: Kylie Kettle, AHS Geriatric Mental Health

		Guest Speaker: Leigh Fingland, Social Worker, AgeCare Mental Health Unit
Residency: Face to face Fri Sept 24 6:00pm – 9:00pm U of C, Calgary, Rm SA124	Alzheimer’s Disease and Other Dementias	Readings: Youdin (2014) Ch. 6 and Hulko et al (2020) p. 132-143 Guest Speaker: Martha Neguse, RN, MN, GNC(C), Director of Care, Agecare Seton
Residency: Face to face at AgeCare, 179 Skyview Circle NE. Calgary Sat Sept 25 9:00am – 4:00pm & Sun Sept 26 9:00am – 4:00pm	Care and Residential Settings Medical Issues Consent and Capacity Risk and Frailty	Readings: Youdin (2014) Ch. 7 & 12 and Hulko et al. (2020) Ch. 4 & 5 Panel Discussion: Multi Disiplinary Team – Social Work, OT, PT, Nursing, MD
Week 4: Synchronous – Zoom Wed Sept 29 6:30 – 8:30pm	Older Adults and Substance Abuse	Readings: Youdin (2014) Ch. 8 and Hulko et al. (2020) Ch. 9 Guest Speaker: Ken Swift, Social Worker, Agecare Seton/Walden Assignment 2 due
Week 4: Asynchronous learning	Older Adult Sexuality	Reading: Youdin (2014) Ch. 9 Activity: Youdin (2014) p. 151 discussion questions 1 - 3 Assignment 1 #3 due at the end of the week
Week 5: Synchronous – Zoom Wed Oct 6 6:30 – 8:30pm	Covid-19 and Navigating Health Outbreaks	Readings: TBD Guest speaker: Dr. Jia Hu, MD Past Medical Officer of Health, Alberta Health Services, Pandemic Response
Week 5: Asynchronous learning	Gender Identity and Aging	Reading: Youdin (2014) Ch. 11 Activity: Youdin (2014) p. 178 discussion questions 1 – 3 Assignment 1 #4 due at the end of the week

<p>Week 6: Synchronous – Zoom Wed Oct 13 6:30 – 8:30pm</p>	<p>Death and Dying</p>	<p>Reading: Ch. 13</p> <p>MAID Panel</p> <p>Guest Speaker: Alnoor Nenshi Nathoo, Executive Director, AHS Ethics Service</p> <p>Guest Speaker: AHS MAIF Navigator</p> <p>Guest Speaker: Carmen Nashchuk, Agecare MAID Program, Agecare Skypointe Hospice Program</p> <p>Assignment 3 due</p>
<p>Week 6: Asynchronous learning</p>	<p>Advance Care Planning</p>	<p>Review ACP resources in D2L Green Sleeve Activity</p> <p>Assignment 1 #5 due at the end of the week</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Reflective Journal

Description: Prepare a 3-page, double spaced reflective journal for every week (except Week 3) integrating and reflecting on your learnings about the connection between course activities (e.g., presentations, readings, activities) and your emerging model of practice as a clinical gerontological social worker. An assessment rubric will be provided in D2L.

Value: 50%

Due: To be submitted in the assignment D2L Dropbox at the end of every week by 11:59 (except Week 3). This journal will be marked by the instructor weekly.

Learning Outcomes: 1-13

Assignment 2: Diagnostic Tool

Submit a 1-page single spaced description of a diagnostic tool in the D2L assignment dropbox. A list of possible topics will be provided to the class, and each student will be able to choose a topic. This tool will become part of a “tool kit” which will be a compilation of all students’ selected tools related to issues specific to aging. Each student will receive an electronic copy of the “tool kit” at the end of the course to help guide their practice with older adults. A template will be provided in D2L to achieve consistency in the content and format of each submitted tool.

Value: 10%

Due: September 29, 2021 by 11:59pm.

Learning Outcomes: 6 & 9

Assignment 3: Intervention Research and Critique

Choose an intervention discussed in the class, textbooks or suggested readings. Critically evaluate the suitability of the intervention by: a) reviewing clinical research and b) discussing the intervention with 1-2 practitioners who are applying the intervention with older adults. Submit a 5-page, double spaced paper in the D2L assignment dropbox which: 1) describes the intervention, 2) identifies a specific population and situation where you would apply the intervention, 3) assesses the strengths, challenges, and weaknesses of the intervention with this population, and 4) reflects on the intervention from a social work practice lens (e.g., values, ethics, justice). An assessment rubric will be provided in D2L. Value: 40%

Due: October 13, 2021

Learning Outcomes: 5-9, 11, 12

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be present and fully engaged in each class activities and discussions. Students should consult with the instructors if they are unable to attend a class or miss a portion of the class. In these cases, it is expected that students will watch the Zoom recording for the missed class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS & RESOURCES

A list of suggested readings and resources will be provided in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:
<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

RESEARCH ETHICS

“If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL AND GENDER-BASED VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information