

**GERONTOLOGICAL SOCIAL WORK
SW 5058**

Semester: Fall 2010

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Time: Tuesday 5:30 – 8:30

Room C-205

CATALOG DESCRIPTION

Advanced seminar in social work practice with older adults. Focus is on the bio-psychosocial aspects of aging and how these variables contribute to health and wellbeing in older adults and the implications for social work practice and intervention with this client population.

Prerequisites: Completion of SW 5001, SW 5010, SW 5031, and two semesters of SW 5040.

COURSE DESCRIPTION

This elective is designed to provide graduate students and practicing professional social workers an opportunity to advance their knowledge and skills for work with older adults and their families. Students will learn about the interactive nature of physical, social, psychological and cultural aspects of aging and the effects on the total wellbeing of the older adult. Special attention will be given to theories and policies related to aging and their application in social work practice assessment and intervention. Through the lens of Integrative practice framework, focused attention is given to the issues of social justice, ethics, empowerment and collaboration in an attempt to bring the student closer to an understanding of the common service needs of this unique population. Multiculturalism and work with diverse populations in both rural and urban venues are also presented. The instructional format is based on a collaborative model of adult education, which emphasizes self direction, critical thinking, mutual respect and peer consultation. This course meets the post graduate California licensing requirement in Long Term Care and Aging.

MISSION STATEMENT

The Master of Social Work Program at California State University, Stanislaus prepares social workers to advance social justice. This education is committed to social change based on an analysis of social, political, and economic structures and their impact. This teaching and learning environment enables faculty, students and graduates to collaborate with others to transform the conditions which contribute to privilege and oppression. Graduates are prepared to use an advanced integrative practice approach to work with individuals, families and communities to promote personal and collective liberation.

LEARNING OBJECTIVES

It is expected that by the end of the course each student will have the knowledge and skill required to:

1. Understand and describe theories of **healthy aging**
2. Analyze, understand and describe the **laws and policies on aging**, historically to the present, and their relationship to social work practice with older adults.
3. Engage and reflect upon **ethical social work practice with older adults**. (#14)
4. Describe and apply prevention in **bio-psychosocial health** of the older adult and the effects of diversity, economics and social oppression on the aging process.
5. Complete a **geriatric assessment of an older adult** client and his/her family system demonstrating sensitivity to cultural diversity. (#16)

6. Assess and plan **interventions**, which are strengths based and promote empowerment and independence, where older adult clients are challenged in meeting psychosocial aging milestones. (#15)
7. Implement social work intervention from a **culturally sensitive** strength perspective related to an older adult client in his or hers social system.
8. Describe the meaning of **autonomous practice** with older adults which is discriminating, differentiated, ethical and self critical within an integrative practice approach. (#14)
9. Identify, evaluate and synthesize existing **services to older adult clients** and their families.
10. **Identify gaps in services** and paradigms of social and economic justice within this client population and advocate on their behalf. (#15)
11. Describe and discuss other special issues related to aging such as **illness and co-morbidity, elder abuse, alcohol and substance abuse, medication interactions, acute and skilled nursing care, physical and mental disabilities, terminal illness, work, leisure and retirement, etc.**
12. Demonstrate methods of **self discovery while learning** about the unique needs of diverse populations of older adults (minorities, women, gay and lesbian and other oppressed groups. (#16)

COURSE REQUIREMENTS

Textbooks:

Hooyman, N. and Kiyak, H.A., (2005) *Social Gerontology: A Multidisciplinary Perspective, 7th Edition*, Boston: Allyn & Bacon (or later edition)

A notebook of required readings is on reserve in the library listed under the course number and professor's name.

Method of Instruction:

Each seminar will meet three hours a week. This course will utilize formal lectures, readings, large and small group discussion, experiential exercises, student presentation, guest speakers, and other appropriate media focusing on integration of knowledge and skills relevant to social work practice with the aging adult. Students will participate in the presentation of course content by contributing to dialogue related to the reading assignments, leading discussions, and introducing material from the literature and from relevant field practice.

ASSIGNMENTS AND METHOD OF STUDENT EVALUATION

1. **Assignment One: Self-assessment & reflection at age 75.** This reflection assignment is designed to assist the student in gaining a critical perspective on the issues of aging. By reflecting on the specific challenges facing this population through the personal lens the student is made aware of the many policy and ethical issues, health and social economic variables that are involved in the delivery of social work practice. Also this exercise assists the student in recognizing the challenges which impact this population, in terms of the existence of support systems, social justice, advocacy and self determination. (PO #14, 15, 16) See Handout for more details. **Due week 7 (30% of the final course grade)**
2. **Assignment Two: Assessment Interview: Using a life strengths interview approach** Select a person age 70 or over. Perform a Life Strengths Interview. (PO #16) The structure and guide of the interview will be discussed in week 7. The Interview format allows for a multicultural and diverse perspective within the bio-psychosocial context. Once completed it becomes a powerful tool in assisting the student in comprehending those integrative practice skills necessary in multi-system interventions. The Interview is useful in both rural

and urban venues and also gives the student perspectives on necessary advocacy as it measures issues of social justice, empowerment and collaboration. (PO#16) The student will present the results in a final presentation to the class. The presentation should be 15 minutes in length with a hard copy of the interview to the instructor. Most students utilize a power point format where they can also show images and memorabilia. From this assignment it is expected that the student will develop a greater appreciation of the aging process and thereby begin to develop empathic insights into the person-centered context. (PO#16) In part this also means presenting a compassionate understanding of the unique humanistic variables common to us all which are evident in the individual being interviewed. **(40% of the final course grade)**

3. Assignment Three: Social Work Issues and Policy Report (SWIPR). This assignment is a two part project and is **20% of the final course grade.**

First: Choose a specific problem, issue, or need relevant to social work practice and the elderly. The topic should be related to a specific aging population at risk and reflects socio-economic justice issue. The topic should be three pages in length and is **due week 9.**

Specific topics will be discussed in weeks one and two.

Second: Construct a SWIPR which will build upon (but does not include) the first Topic paper. Support your responses and interventions with information and data from scholarly articles or chapters (minimum 4), reliable web sources (minimum 4), course text and class discussion/lectures (10 references all totaled). In addition you may wish to interview an individual involved in the issue to better understand personal perceptions of the issue. The paper should be at least 8 pages in length and adhere to APA standards. **SWIPR is due week 12.**

Seminar Participation: Students will lead discussions of the assigned readings during one class meeting per semester. The format will be provided and the exact dates will be decided during the first two weeks of class. Each student is expected to participate in all class discussions, exercises, and presentations. Two absences will lower grade by ten points. The student's demonstration of preparation, knowledge, skill and growth will be the basis of the seminar participation grade. **(10% of the final course grade)**

Grading: The formula used to determine the letter grade for the course:

| | | |
|-----------------------|---|---|
| 100 - 90 total points | = | A |
| 89 - 80 | | B |
| 79 - 70 | | C |
| 69 - 60 | | D |
| 59 - 0 | | |

Policy on late papers & assignments:

Any paper or assignment turned in late will be downgraded according to the following formula: reduced by 10% of its possible grade value if submitted within 7 days of the due date; reduced by 20% of its possible grade value within 8 to 14 days of the due date. No paper or assignment will be accepted beyond 14 days of the due date or after the last official day of class.

COURSE SCHEDULE

Session 1 Agenda/Readings/Recommended Readings ()/Assignments**

Introduction & Overview

Review Syllabus, Readings and Assignments.

Discuss outcomes and expectations.

Discuss the demographics of aging.

Review the myths and realities of the aging process.
Define Gerontology: History and growth as related to Social Work.

Readings (#16)

Hooyman and Niyak, "The Growth of Social Gerontology", pp 3-40

**Harrington, M.P. and Farmer, R.L., (2000) The Myths and Facts of Aging. In Schneider, R.L., etal (Eds.) *Gerontological Social Work*, 2nd Edition. Belmont CA: Wadsworth/ Thompson. 29-67.

Why is the Study of Gerontology and Aging Important (#16)

Identify the stereotypes, core values, and ethics.

Review legal issues and specific law.

Examine social and economic justice in the elder population.

Examine the future of aging in America and impact of social policy

Review current health care policy.

Readings (#15 and 16)

Hooyman and Niyak, "Social Policies to Address Social Problems", pp 45-60 and pp 590-619

**McSweeny, E.A. and Jackson, D.R. (1992) Social Problems and Policies in the Elderly. In Schneider, R.L. and Kropf, N.P., (Eds.) *Gerontological Social Work*, Chicago: Nelson-Hall, 68-97.

Session 2 Theories on Aging and Implications for Social Work Practice

Ecological Systems theory.

Ages and Stages theory.

Primary vs. secondary aging.

Biological aging: By design or accident.

Health, disease and disability.

Readings (#14)

Hooyman and Niyak, "Social Theories of Aging", pp 283-300

**Lemme, B.H. (1995) *Development in Adulthood*, Needham Heights MA: Simon & Schuster. 351-381.

**Rowe, J.W. and Kahn, R.L. (1997) Successful Aging, *Gerontologist*, 37(4) 433-440

Session 3/4 Aging and Health Issues from an Integrative Practice Perspective

Health and illness in context: Diversity and socioeconomic variables.

Health and risk factors in the aging population.

Clinical social work in Primary Care settings (Behavioral Medicine)

Access to care and health maintenance.

Sexuality and the older adult.

Assessment of daily living skills and assisted living issues.

Intervention and case planning related to health issues.

Readings (#14,15,16)

Hooyman and Niyak, "Social Consequences of Physical Aging", pp. 68-152, "Love, Intimacy, and Sexuality in Old Age", pp. 252-274, and "Health and Long Term Care Policy and Programs", pp. 626-655

**Katz, S. etal, (1963) Studies of Illness in the Aged. The Index of ADL: A standardized measure of biological and psychosocial function, *Journal of the American Medical Association*, 185: 914-919.

**Lemme, B.H., (1995) *Development in Adulthood*, Needham Heights MA: Simon & Schuster. 382-394.

Session 5/6 Aging and Mental Health: Social Work Practice and Assessment

Identifying stress and mastery of the environment.

Assessment of normative vs. pathological behaviors.

Assessment and psychosocial diagnosis of emotional disorders in older adults.

Prevalence and etiological differences based on gender and ethnicity.

Organic disorders: Prevalence, etiology and assessment.

Intervention and case planning as related to mental health issues.

Readings (# 14,15,16)

Hooyman and Kiyak, "Cognitive Changes with Aging", pp. 164-187 and, "Personality and Mental Health in Old Age", pp.194-239

**Kivnick, H.Q., and Murray, S.V., (2001) Life Strengths Interview Guide: Assessing Older Clients Strengths, *Journal of Gerontological Social Work* 34(32).

**Lemme, B.H., (1995) *Development in Adulthood*, Needham Heights MA: Simon & Schuster. 399-429.

**McInnis-Dittrich, K., (2002) *Social Work with Elders: A Biopsychosocial Approach to Assessment and Intervention*, Boston: Allyn & Bacon, Chapters 2, 4, and 5.

Session 7/8 Co-morbidity in the Elderly Population

Assessment of Substance abuse, dependency and dual diagnosis.

Assessment of medication usage in the elderly and special health concerns.

Intervention and case planning where co-morbidity is assessed.

Readings (#16)

**Lemme, B.H., (1995) *Development in Adulthood*, Needham Heights MA: Simon & Schuster. 390-393.

McInnis-Dittrich, K., (2002) *Social Work with Elders: A Biopsychosocial Approach to Assessment and Intervention*, Boston: Allyn & Bacon, Chapter 8.

**Schenk, C and Holosko, M.J., (1996) Identifying the Elderly Alcoholic: A Niche for Gerontological Social Work Practice. In Holosko, M.J. and Feit, M.D., (Eds.) *Social Work Practice with the Elderly*, 2nd Edition. Toronto: Canadian Scholars Press. 131-150.

Session 9/10 Psychosocial Milestones (Predictable and not so predictable): Implications for Integrative Practice

Contemporary meaning of work and retirement in society.

Contemporary grand parenting in American society.

Widowhood, remarriage and partnerships.

Care giving: socioeconomic, health and policy issues

Readings (#15,16)

Hooyman and Niyak, "The Importance of Social Supports: Family, Friends, Neighbors, and Communities", pp. 305-336 and "Productive Aging: Paid and Nonpaid Roles and Activities" pp. 424-469

**Clark, R.L. and Quinn, J., (2002) The Transformation of Retirement in Twentieth-Century America: From Discontent to Satisfaction, *Generations*,26,(11), 17-23.

**Dorfman, L., (2002) Retirement and Family Relationships: An Opportunity for Later Life, *Generations*, 26,(11), 74-79.

**Hardy, M., (2002) The Transformation of Retirement in Twentieth Century America: From Discontent to Satisfaction. *Generations*, 26, (11), 9-16.

**Stanford P.E. and Usita, P., (2002) Retirement: Who is at Risk? *Generations*, 26, (11), 45-49.

**Wooten, A., (2002) Ability is Ageless, *Generations*, 26, (11), 31-33

Session 11 Death, Dying and Bereavement: Implications for Integrative Practice

Cross cultural and historical perspectives

Sociocultural perspectives

Health care policy issues

Readings (#16)

Hooyman and Niyak, "Death, Dying, Bereavement, and Widowhood".pp. 480-516

**Parry, J., (2001) *Social Work Theory and Practice with the Terminally Ill*, Harworth Press: NY, 1-36, 83-107.

Social Work Skills in Selected Practice Settings

Oncology

Medical

Dialysis

Adult Protective Services

Mental Health and Clinical Social Work

Selected speakers from the Practice Community

Readings (#14)

**Bare, M.G., (1997) Confronting a Life Threatening Disease: Renal Dialysis and Transplant Programs. In Kerson, T.S. & Assoc., (Eds) *Social Work in Health Settings, 2nd Ed.*, Harworth: NY, 269-290.

**Kindiak, D.H. & Grieve, J.L., (1996) Social Work Practice in Community Psycho geriatric, Programmes, In Holosko, M.J. & Feit, M.D., *Social Work Practice with the Elderly, 2nd Ed.*, Canadian Scholars Press: Toronto, 369-395.

**Michelson, R.W. & Kerson, T.S., (1997) Hospital Based Case Management for the Frail Elderly. In Kerson, T.S. & Assoc., (Eds) *Social Work in Health Settings, 2nd Ed.*, Harworth: NY, 597-618.

Robinson, M., (2005) Case Management for Gerontological Social Workers, In Schneider, R., et al, (Eds) *Gerontological Social Work, 2nd Ed.*, Brooks Cole: Belmont, 136-165

Session 12 Direct Practice Skills

Older Adult Day Treatment

Assisted living

Long term care

Case management and caregiver support

Readings (#14,15,16)

Hooyman and Kiyak, "Opportunities and Stress of Informal Caregiving".pp. 349-372 and "Living Arrangements and Social Interactions" pp. 383-314

**Fitch, V., etal, (1996) Social Work Practice with Geriatric Patients in a Rehabilitation Hospital. In Holosko, M.J. & Feit, M.D., *Social Work Practice with the Elderly, 2nd Ed.*, Canadian Scholars Press: Toronto. 355-368.

**Kopstein, R. & Urman, S., (1996) Social Work Practice with the Frail Elderly in Adult Day Care. In Holosko, M.J. & Feit, M.D., *Social Work Practice with the Elderly, 2nd Ed.*, Canadian Scholars Press: Toronto, 281-298.

**Lotz, N., (1997) Home Care. In Kerson, T.S. & Assoc. (Eds), *Social Work in Health Settings, 2nd Ed.*, Harworth: NY. 619-634.

**Mercer, S., etal (1997) Alzheimer's Disease: Intervention in a Nursing Home Environment. In Kerson, T.S. & Assoc. (Eds), *Social Work in Health Settings, 2nd Ed.*, Harworth: NY. 651-668.

Session 13 **Evaluating Resources and the Aging Client: Implications for Direct Social Work Practice**

Family and friends

Spiritual: Faith and Religious resources

Institutional: Inpatient, Outpatient and Case-management

Health care: Prevention and long term needs.

Readings (#16)

**Lemme, B.H., (1995) *Development in Adulthood*, Needham Heights: MA, 288-295.

**Koenig, H., (1994) *Aging and God: Spiritual Pathways to Mental Health in Mid Life and Late Years*, Harworth: NY 297-320.

**Walsh, F., (1998) Family in Later Life. In Carter, B., & McGoldrick, M., (Eds) *The Changing Family Life Cycle*, Garden Press: NY 311-332.

Session 14 **Student Presentations**

Readings (#16)

Hooyman and Kiyak, " The Resilience of Elders of Color",pp. 525-581

Session 15 **Student Presentations**

Readings

Holosko, M.J. and Holosko, D.A. (1996) What's Unique About Social Work Practice with the Elderly? In Holosko, M.J. and Feit, M.D., (Eds.) *Social Work Practice with the Elderly, 2nd Edition*. Toronto: Canadian Scholars Press. 21-36

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- Bare, M.G., (1997) Confronting a Life Threatening Disease: Renal Dialysis and Transplant Programs. In Kerson, T.S. & Assoc., (Eds) *Social Work in Health Settings, 2nd Ed.*, Harworth: NY, 269-290.
- Butler, L., etal (1998) *Aging and Mental Health: Positive Psychological and Biomedical Approaches*, Needham Heights: MA.
- Clark, R.L. and Quinn, J., (2002) The Transformation of Retirement in Twentieth-Century America: From Discontent to Satisfaction, *Generations*,26,(11), 17-23.
- Cohen, G., (1993) Comprehensive Assessment: Capturing Strengths, not just Weaknesses, *Generations*, 17(1) 47-50.
- Council on Social Work Education, (1998) (Video) *Legacy*, CSWE SAGE-SW.
- Dorfman, L., (2002) Retirement and Family Relationships: An Opportunity for Later Life, *Generations*, 26,(11), 74-79.
- Ekerdt, D and Dennis, E., (2002) Our Bookshelf and Browser: Useful Sources About Work and Retirement. *Generations*, 26, (11), 90-91.
- Fitch, V., etal, (1996) Social Work Practice with Geriatric Patients in a Rehabilitation Hospital. In Holosko, M.J. & Feit, M.D., *Social Work Practice with the Elderly, 2nd Ed.*, Canadian Scholars Press: Toronto. 355-368.
- Hardy, M., (2002) The Transformation of Retirement in Twentieth Century America: From Discontent to Satisfaction. *Generations*, 26, (11), 9-16.
- Harrington, M.P. and Farmer, R.L., (2000) The Myths and Facts of Aging. In Schneider, R.L., etal (Eds.) *Gerontological Social Work, 2nd Edition*. Belmont CA: Wadsworth/ Thompson. 29-67.
- Holosko, M.J. and Holosko, D.A., (1996) What's Unique About Social Work Practice with the Elderly? In Holosko, M.J. and Feit, M.D., (Eds.) *Social Work Practice with the Elderly, 2nd Edition*. Toronto: Canadian Scholars Press. 21-36
- Hooyman, N. and Kiyak, H.A., (2002) *Social Gerontology: A Multidisciplinary Perspective, 6th Edition*. Boston: Allyn & Bacon.
- Institute on Aging, NIH, (1991) What's Your Aging IQ? *Life Long Learning for an Aging Society*, Wash DC: Government Printing Office.
- Jendrek, M., (1994) Grandparents Who Parent Their Grandchildren. *The Gerontologist*, 34, 206-216.
- Katz, S. etal, (1963) Studies of Illness in the Aged. The Index of ADL: A standardized measure of biological and psychosocial function, *Journal of the American Medical Association*, 185: 914-919.
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- Kiyak, H.A. and Hooyman, N.R. (1999) Aging In the Twenty First Century, *Hallym International Journal of Aging*, 1(1), 56-66
- Kivnick, H.Q., and Murray, S.V., (2001) Life Strengths Interview Guide: Assessing Older Clients Strengths, *Journal of Gerontological Social Work* 34(32).
- Koenig, H., (1994) *Aging and God: Spiritual Pathways to Mental Health in Mid Life and Late Years*, Harworth: NY 297-320.
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- Lauer, R. et al. (1995) The Long Term Marriage. In Hendrick, J. (Ed.), *Ties of Late Life*, Amityville NY: Baywood, 15-40.

- Lawton, M. P., Moss, M., Fulcomer, M. and Kleban, M.H. (1982) A Research and Service Oriented Multilevel Assessment Instrument. *Journal of Gerontology*, 37: 91-99.
- Lemme, B.H. (1995) *Development in Adulthood*, Needham Heights MA: Simon & Schuster.
- Lotz, N., (1997) Home Care. In Kerson, T.S. & Assoc. (Eds), *Social Work in Health Settings*, 2nd Ed., Harworth: NY. 619-634.
- McInnis-Dittrich, K., (2002) *Social Work with Elders: A Biopsychosocial Approach to Assessment and Intervention*, Boston: Allyn & Bacon.
- McSweeney, E.A. and Jackson, D.R. (1992) Social Problems and Policies in the Elderly. In Schneider, R.L. and Kropf, N.P., (Eds.) *Gerontological Social Work*, Chicago: Nelson-Hall, 68-97.
- Mercer, S., etal (1997) Alzheimer's Disease: Intervention in a Nursing Home Environment. In Kerson, T.S. & Assoc. (Eds), *Social Work in Health Settings*, 2nd Ed., Harworth: NY. 651-668.
- Michelson, R.W. & Kerson, T.S., (1997) Hospital Based Case Management for the Frail Elderly. In Kerson, T.S. & Assoc., (Eds) *Social Work in Health Settings*, 2nd Ed., Harworth: NY, 597-618.
- Moody, H.R., (1998) Cross Cultural Geriatric Ethics: Negotiating Our Differences, *Generations*, 22(3) 32-40.
- Morgan, D.L., (1998) Facts and Figures About the Baby Boom, *Generations*, 22(1), 10-15
- Parker, M., (2002) Resources on Aging: Wellness and Advocacy. In Kropf, N. and Tompkins, C. (Eds.) *Teaching Aging: Syllabi, Resources, and Infusion Materials for Social Work Curriculum*. Alexandria VA: Council on Social Work Education. 192-215.
- Parry, J., (2001) *Social Work Theory and Practice with the Terminally Ill*, Harworth Press: NY.
- Roe, K.M. and Hooyman, N.R. (1999) Grandparents Raising Grandchildren: Challenges and Responses, *Generations*, 22(4), 25-32.
- Rowe, J.W. and Kahn, R.L. (1997) Successful Aging, *Gerontologist*, 37(4) 433-440.
- Sasson, S. (2000) Beneficence vs. Respect for Autonomy: An Ethical Dilemma for Social Work Practice, *Journal of Gerontological Social Work*, 33(1) 5-16.
- Schenk, C and Holosko, M.J., (1996) Identifying the Elderly Alcoholic: A Niche for Gerontological Social Work Practice. In Holosko, M.J. and Feit, M.D., (Eds.) *Social Work Practice with the Elderly*, 2nd Edition. Toronto: Canadian Scholars Press. 131-150.
- Smyer, M. & Qualls, S., (1999) *Aging and Mental Health*, Malden MA: Blackwell.
- Stanford P.E. and Usita, P., (2002) Retirement: Who is at Risk? *Generations*, 26, (11), 45-49.
- Thorson, J. (2002) Health and Illness in Later Life. In Thorson, J., *Aging in a Changing Society*, Philadelphia PA: Brunner/ Mazel.
- Walsh, F., (1998) Family in Later Life. In Carter, B., & McGoldrick, M., (Eds) *The Changing Family Life Cycle*, Garden Press: NY 311-332.
- Whiteman, V., (2001) *Historical Development in Social Security: What Every Human Services Professional Should Know*, Needham Heights MA: Allyn & Bacon.
- Whithorne-Krauss. K., (Ed.) (2000) *Psychopathology in Later Life*, NY: Wiley.
- Wooten, A., (2002) Ability is Ageless, *Generations*, 26, (11), 31-33

SOCIAL WORK WITH OLDER ADULTS Assignments

Assignment #1: Self Reflection and Assessment at age 75.

Imagine that you are 75 years old. Explain: where you are living, how long you have lived there, whether you live alone/with others, your source and amount of income, your current health status and the significant relationships in your life. Identify personal characteristics such as your gender, ethnic background, nationality, race, socioeconomic class, sexual orientation and explain any influences that these factors have had in your life. Identify and discuss the impact that social and economic barriers/ obstacles or being a member of a population at risk has had on your life. If you have not experienced any social and economic justice barriers, explain why this is so. How is your health? Are you getting around ok and do you need any types of assistance? Do you have a doctor and do you have access to health care? How is your health care paid for? Describe your personality and any special characteristics. Identify at least one personal value that has changed over your life time and describe why. Try and reflect back on accomplishments and regrets. If you have any regrets, how have you dealt with them? Prepare for your death by making a brief Will and final arrangements. Please include some necessary details such as a possible living trust, advanced directives and guardianships. This paper should be 5 to 8 pages in length and in APA format.

Assignment #2: Life Strengths Assessment and Family History.

Select a person age 70 or above and perform a Life Strengths Assessment as well as a Family History. The structure and format for this interview will be discussed in Week 5. The Life Strengths Interview (Kivnick & Murray) is a first step in assessment, case planning and intervention. The interview is used to better understand client priorities and develop a case plan which focuses on strengths as well as limitations. The Family History helps the social worker learn about the individual's family relationships *now* and *within their family of origin*. Once the assessment and history are completed the student will present the results in a final presentation to the class. The presentation should be about 15 min in length with a hard copy to the instructor.

It is expected that the student will come away with a greater appreciation of the aging process and develop empathic insights into the person-centered context. In part this also means presenting a compassionate understanding of the unique humanistic variables common to us all which are evident in the individual being interviewed.

Assignment #3: SWIPR

Examples of specific aging populations and problems: elders living at or below the poverty level; increased need for services to the chemically dependent elder; lack of home care services for the Hispanic elder population; the need for health care facilities for South East Asian elders with dementia; lack of transportation for rural elders; the need for affordable low income housing for frail elders; long term care needs of gay and lesbian elders; lack of services for elders with developmental disabilities, and health care literacy and the older patient.