

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

**GERONTOLOGY (ONLINE)**

**SWK 6686/8686**

**FALL 2018**

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**COURSE DESCRIPTION**

The world population is growing older at an unprecedented pace. In the U.S. alone close to 35 million persons are 65 years or older. By 2030, as the baby boomers age, it is anticipated that 20 percent of the US population, or one out of every five individuals will be old. This demographic trend represents enormous challenges and opportunities for older adults, their families, communities and professionals of all disciplines.

Demands for new health and social service programs, policies and living arrangements have been growing substantially. Social workers are already encountering older adults at risk and their families in numerous settings, from long term care, health and mental health agencies to child welfare and the workplace. Working with four of five generational families from diverse cultural background is the wave of the future. We must find creative ways to tap into the wisdom and life experience of seniors and to solve current social problems; this calls for leadership and competencies which social workers can and must provide in the twenty-first century.

This is an elective course open to students in either the foundation or advanced years. The course introduces students to the field of aging providing an overview as preparation for the dramatic demographic shifts facing our society and profession. The course builds upon knowledge of biology, and psychosocial development taught in the Human Behavior and Social Environment course. It also explores the contemporary manifestations of ageism taught from a historical perspective in the social welfare organization course. The course highlights the unique challenges confronting aging women, LGBTQ groups and ethnic and racial minorities who have had to cope with multiple levels of oppression, sexism, racism and other forms of discrimination throughout their lifespan.

Students are expected to apply practice principles learned in foundation and advanced practice courses to such life-altering phenomena as retirement, successful aging, chronic illness, depression, social isolation in old age, nursing home placement, suicide, elder abuse and active parenting by grandparents. Strengths based practice with aging women will be taught, recognizing that older women constitute the majority of older adults and have a high rate of poverty.

**COURSE COMPETENCIES OUTCOMES**

This course will help students achieve the following competencies:

**COMPETENCY 2-ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

Social workers understand diversity and difference characterize and shape the human experience 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, 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 experience 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.

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

**MEASURE 2A-Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.**

**MEASURE 2B- View themselves as learners and engage those with whom they work as informants.**

**MEASURE 2C- Demonstrates particular knowledge and sensitivity to forces impacting clients who represent stigmatized or at-risk populations.**

### **PLAGIARISM**

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

### **HIPAA ALERT**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for

identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

### **CONFIDENTIALITY**

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

### **STUDENTS WITH DISABILITIES**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, [rkohn1@yu.edu](mailto:rkohn1@yu.edu), Abby Kelsen, Wilf Campus, 646-685-0118, [akelsen@yu.edu](mailto:akelsen@yu.edu), during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

### **E-RES (Electronic Reserve)**

Most of the articles mentioned in the curriculum are available on electronic reserve [**E-RES**]. You can access the full text articles from your home or from a university computer at no charge.

### **How do I Use E-RES?**

1. Go to the library's online resources page:  
[http://www.yu.edu/libraries/online\\_resources.asp](http://www.yu.edu/libraries/online_resources.asp)
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author
4. Click on the link to your course.
5. Enter the password given to you by your instructor.
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at [www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)

### **TEACHING METHODS AND CLASS PARTICIPATION**

A combination of lecture and class discussion, films and experiential learning methodologies will be used in this course. **Students are expected to participate actively in class discussions, and exercises.**

It is expected that each student will keep up with the required readings in the course outline. Books and articles listed as recommended are designed to enhance or complement the required text. Students are urged to take advantage of the supplementary readings which are on reserve at the library. Time will be set aside during each class to answer questions related to readings or assignments. The instructor is available by appointment for individual student conferences.

Familiarity with readings should be reflected both in written assignments and online classroom discussion.

## **COURSE REQUIREMENTS**

### **Required texts:**

Richardson, V. & Barusch, A. (2006) *Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. ISBN 978-0-231-10748-8, \$34.50

Hillier, S. M., & Barrow, G. B. (2015). *Aging, the individual and society*. Stamford, CT: Cengage Learning.

### **Recommended texts:**

Hooyman, N.R., & Kiyak, A.H. (2005). *Social Gerontology: a multidisciplinary perspective*. Needham Hts., MA: Allyn and Bacon.

Mellor, J. & Rehr, H. (Eds.) (2005). *Baby Boomers: Can my eighties be like my fifties?* NY: Springer Publishing Company.

McInnis-Dittrich, K. (2010). *Social work with elders. A biopsychosocial approach to assessment and intervention*. Boston, MA: Allyn & Bacon.

## **ASSIGNMENTS**

***There will be two graded written paper assignments during the semester.  
There will also be assigned response papers and a discussion board on Canvas.  
Failure to complete and turn these in will reduce your overall grade.  
Online class participation will also be factored into the overall grade.***

### **A. Paper Assignments:**

#### **First paper: Due: 7<sup>th</sup> class session, December 18, 2018**

The purpose of this paper is to provide the student with an opportunity to research and explore in depth a specific topic of interest in social work practice in gerontology. This paper should focus on a medical, psychosocial or political condition that affects the aging population or specific groups within that population. The policies and programs formulated to address the

condition should be identified and the role of social workers in dealing with this condition should be explored.

Select a topic of interest from the course outline or from ideas stimulated by films or discussions in the classroom or by your personal experience.

**The choice of topic needs to be approved by the instructor to make sure that not everyone writes on the same topic.**

**No less than 8 pages no more than 10 pages. At least 5 reference more if needed. References should come from the text, assigned readings or suggested readings. *Newspaper and/or magazine articles, web sites, power point presentations may be used but are not to be counted as one of the five references.***

Use the following outline as a guide for your paper:

### **I. Introduction of topic.**

Provide a brief presentation of the purpose of this paper including why it is of interest to you.

### **II. The medical, psychosocial, social or political condition.**

Provide a description of an existing condition affecting the wellbeing of older adults or a specific group within the aged population. Who is affected and how are they affected?

An analysis of the factors contributing to this condition and their consequences on those affected directly and indirectly. Why did this come about and what will happen if it is left unaddressed? For example, if you are writing about aging prisoners, or any other group, use statistics and projections in this section.

### **III. Social Policy and Programs**

A description of the policies and programs formulated to address this condition. Identify specific policies, programs and resources. If few or none exist, describe why. What are the policies and programs main goals and main provisions?

Give a brief analysis of the personal, professional and societal values underlying the policies and programs, or their absence.

### **IV. The Role of Social Work**

A description of the role that social workers play in addressing the condition you are describing in terms of:

Direct practice-- what do social workers do with client systems that are affected by this condition in terms of identification, assessment, intervention, education.

\* Advocacy and Empowerment-- what efforts are being made on behalf of and with affected populations? What more is needed?

\* Research and Education-- What have social workers contributed to the research and knowledge base in this area? What else is needed?

\* Ethical Issues-- How do social workers justify their interventions in this area? What are some of the ethical dilemmas that need to be addressed?

## **V. Conclusion and Summary**

Based on your work on this paper discuss your personal recommendations about how this particular psychosocial or medical or political condition should be addressed in schools of social work and in society at large. Give reasons for your recommendations.

### **Second paper- Due: Class session 12, November 29, 2018**

Using the same topic identified in your first paper, explore the issue from a more global perspective. The issue related to aging can then be discussed in depth as viewed in a particular country. This global perspective should include (1) demographics, (2) prevailing views in the country and culture about aging, (3) what does the issue related to aging look like in this country and (4) does social work have a role in providing care and service to the elderly and what theories may be most helpful in providing service?

**All papers must be typed double spaced with appropriate use of APA-6<sup>th</sup> edition for scholarly documentation. Late papers are not accepted. If there are circumstances that interfere with your ability to submit this assignment on the due date, you must discuss with the professor at least a week before. At the discretion of the professor, a new date may be given. The responsibility for this belongs to you.**

### **B. Response Papers:**

Each student is expected to turn in a response paper based on the assigned readings. Each student must only turn in four response papers for the semester. Each student can choose which response paper he/she would like to write. The topic for each response paper will be posted a week before the assigned class. Each response paper should be 2-3 pages, using the reading material assigned. These response papers will count towards 20% of your final grade.

Response papers will be due by 7pm the night before the assigned reading is due. If there is a change for when the response paper is due, it will be noted in the announcement section on Canvas. Students are expected to turn in the response papers on time. The response papers will be graded on a five point scale with "5" being excellent and "1" being extremely poor. Each day that a response paper is late, there will be a 1 point deduction taken off.

### **C. Discussion Board:**

Each student will be required to participate in the discussion board conversations. These forum discussions are considered equivalent to class attendance. The professor will post a general conversation topic each week and students can either respond to that conversation thread or create their own. Students will only be allowed two excused "absences" from participating in

the discussion board. Any more than two “absences” will count toward a reduction in the student’s grade. This will count towards 10% of your final grade. Discussion board responses must be posted two days before the next assigned reading.

### **Class Format**

It is assumed that each student will have read the assigned readings prior to each class session. The background material will be used as the point of departure for class discussion.

The course is conducted in an online format. Students are encouraged to draw upon their experiences and the literature to think analytically about current issues, problems and alternative solutions regarding legal and ethical analysis, health care and social work policy and practice, and qualitative research. Each student is expected to actively participate in class discussions, contributing knowledge, experience, and ideas.

### **GRADING CRITERIA**

The following criteria will be used for grading written assignments:

Completeness and timeliness of the assignment; clarity of thought and communication; correctness of language, ability to apply course content and reading to the assignments; appropriateness and fullness of documentation; evidence of interest in learning from written assignments and classroom discussions.

The University grading system will be applied. The grade will be based upon the extent to which the student meets the course objectives, as demonstrated in the form, content, and promptness of written assignments as well as meaningful class participation in the discussion boards and through the response papers.

Criteria for final grades are:

1. Assignment 1	30%
2. Assignment 2	40%
3. Discussion Board Participation	10%
4. Response Papers	20%

The policy of WSSW is that absences beyond two in a semester may be cause for failure.

### **COURSE OUTLINE**

#### **Session 1: September 6, 2018**

**Introduction and overview of the course: Review of instructor and student expectations**

**and responsibilities. Definition of social gerontology. Why Study Gerontology?  
Confronting ageism and the Myths of aging**

Required Reading

Richardson, V. & Barusch, A. (2006) *Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. Chapter 1, 3-21.

Sacks, Oliver. (2013) *The Joy of Old Age (No Kidding)*. The New York Times, July 7, 2013 (assignment attached at the end of the essay.)

Kelchner, E.(1999) Ageism's impact and effect on society: Not just a concern for the old. *Journal of Gerontological Social Work*, 32, 85-101. ERES

Suggested Reading

International Longevity Center (2006) *Ageism in America*. Available from website.

Stevenson, S. (2004) Sweethearts and sourpusses: My year with the elderly. *Journal of gerontological social work*, Vol. 44, No. 1-2, 53-80.

Stone R..I. Barbarotta, L. (2010) Caring for an aging American in the twenty first century . *Generations*, 34(4), 5-10

Thomas, W. (2004) *What are old people for? How elders will save the world*. Acton: MA Vanderwyk and Burnham

**Session 2: September 13, 2018**

**Demographic trends and implications in the US and worldwide: old, older and oldest: issues in longevity. Dimensions of the normal aging process: *diverse theoretical perspectives* and implications for work, finances, leisure time, caregivers, living arrangements, service delivery.**

Required Reading:

Richardson, V. & Barusch, A. (2006) Chapter 2, 22-47; Chapter 3, 48-63. *Gerontological practice for the twenty-first century: A social work perspective*. New York: Columbia University Press.

Hillier, S. M., & Barrow, G. B. (2015). *Aging, the individual and society*. Stamford, CT: Cengage Learning. Chapter 1, 2-29

Dovey, Ceridwen. (2015) *What Old Age is Really Like*. The New Yorker, October 1, 2015.

Suggested Reading:

Volland, P. & Stephen, Gorin (2005) Social Work Leadership and Aging: Meeting the Demographic Imperative, *Health and Social Work*, 30(4)343-347

National Center for Health Statistics. Adults' health status and health care. NCH website: <http://www.cdc.gov/nchs2000a>

Bianchi, E. (2005) Living with elder wisdom. *Journal of gerontological social work*. Vol. 45, No. 3, 319-329.

MacFarlane, C. (2006) My strengths: A look outside the box at the strengths perspective. *Social work*, Vol. 15, No. 2.

Rowe, J. & Kahn, R. (1998) *Successful aging*. Chapter 2 & 3. 36-65. New York: Random House (Pantheon).

Stauder, J.R. (2005) Autobiography as spiritual practice. *Journal of gerontological social work*. Vol. 45, No. 3, 249-270.

Strawbridge, W., Wallhagen, M., & Cohen, R. (2002) Successful aging and well-being: Self-rated compared with Rowe and Kahn. *The Gerontologist*, 42 (6). 727-733.

### **Session 3: September 20, 2018**

**Diversity and Older Adults: Multiculturalism in America and the Vital Importance of social support. Cross cultural Social work practice and the impact of these issues on the aging process.**

#### Required Reading:

Richardson, V. & Barusch, A. (2006) Gerontological practice for the twenty-first century. A social work perspective. New York: Columbia University Press. Chapter 4, Stages in gerontological practice. 64-87; Chapter 8, 146-168.

Hillier, S. M., & Barrow, G. B. (2015). *Aging, the individual and society*. Stamford, CT: Cengage Learning. Chapter 2, 35-57

#### Suggested readings:

Administration Aging Fact Sheet, (2011) Meeting the Needs of Older Women; A Diverse and Growing Population <http://www.aoa.dhhs.gov/factsheet/ow.html>

Berkman, B., Mamaraldi, P. et al. (2002) Social Work Gerontological Assessment Revisited, *Journal Of Gerontological Social Work*. 40(1/2 1-13

- Giffords, E. & Eggleton, E. (2005) Practical considerations for maintaining independence among individuals with functional impairment. *Journal of gerontological social work*. Vol. 46, No. 1, 3-16.
- Hooyman, N.R. & Kiyak, A.H. (2005). *Social Gerontology: A multidisciplinary Perspective*. Needham, MA. Allyn & Bacon Chapter 9, 305-348, Chapter 13, 480-524.
- McInnis-Dittrich, K. (2005) *Social work with elders: a biopsychosocial approach to assessment and intervention*, 2<sup>nd</sup> edition. Boston, MA: Pearson, 413.
- Ozawa, M.N., & Yui Tseng, H. (2000) Differences in net worth between elderly Black people and elderly white people. In S. Keigher, A. Fortune, S. Witkin (Eds). *Aging and Social Work: The Changing Landscape* Washington DC: NASW, 67-8).
- Shapiro, R. (1996) Family bereavement and cultural diversity: A social development perspective. *Family Process*. 35(9), 313-332.
- Rickard, W. (2001) Been there, seen it, done it. I've got the T-shirt: British sex workers reflect on jobs, hopes, the future and retirement. (67) 111-132.
- Sircar, A.F., Sircar, J., & Misra, S. (2010) Patients' Concepts and Attitudes about Diabetes. *Journal of diabetes and its complications*, 24, 398-403.
- Steinberg M. et al. (1998) Too old to work? In M. Patrickson & L. Hartmann, (Eds) . *Managing an Aging Workforce*, 53-68, Sydney: Woodland.
- Whitfield, K.E.(Ed.) 2004 Closing the Gap: Improving the Health of Minority Elders in the New Millennium. *Gerontological Society of America*.

**Session 4: September 27, 2018**  
**The Gerontological Assessment**

Required reading:

- Richards, V. & Barusch, A. (2006) Gerontological practice for the twenty-first century: A social work perspective. New York: Columbia University Press. Chapter 4, 64-87.
- Gawande, Atul. (2007) The Way We Age Now. *The New Yorker*, April 30, 2007. (Assignment attached)
- McInnis-Dittrich, K. (2010) *Social work with elders. A biopsychosocial approach to assessment and intervention*. Boston, MA: Allyn and Bacon. Chapter 11.

## Session 5: October 5, 2018

### The Social Challenges of Aging: changing roles, retirement, widowhood,

#### Required reading:

Richardson, V. & Barusch, A. (2006) *Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. Chapter 12, 264- 292, Chapter 13, , 293- 312.

Hillier, S. M., & Barrow, G. B. (2015). *Aging, the individual and society*. Stamford, CT: Cengage Learning. Chapter 3, 64-91

#### Suggested reading:

Burnette, D. (1999) Custodial Grandparents in Latino Families: Patterns of Service Use and predictors of unmet needs. *Social Work*, 44(1), 22-34.

Choi, N. (1995) Long term elderly widows and divorcees; Similarities and differences. *Journal of Women and Aging*, 7, 69-72.

Curtis, J. R., Geller, G., et al. (1989) Characteristics, Diagnosis, and Treatment of Alcoholism in Elderly Patients. *Journal of the American Geriatrics Society*. 37: 310-316.

Gallo, W., T., Bradley, E.H., Siegel, M. & Kasl, S.V. (2000) Health effects of involuntary job loss among older workers. Findings from the health and retirement survey, *Journal of Gerontology*. 55B, S 131-S140.

Hooyman , N.R. & Kiyak, A.H. (2005) *Social Gerontology: A Multidisciplinary Perspective*. Needham MA, Allyn & Bacon. Chapter 10, 349-382, Chapter 11, 383-423, Chapter 12, 424-479.

Henry, M. & Sermons W.M. (2010) Demographics of Homelessness Series: The Rising Elderly Population.

The Homeless Research Institute,  
<http://endhomelessness.org/content/article/detail/2698>.

Kerdt, D.J, Kosloski, L & DeViney, S. (2000) The normative anticipation of retirement by older workers. *Research on Aging*. January 22, 3-22

Lantz, M.S. (2005) Prescription drug and alcohol abuse in an older woman. *Clinical Geriatrics*,

13(1), 39-43.

Lee, C., Bakk, L. (2001) Later-Life Transition into Widowhood. *Journal of Gerontological Social Work*  
Vol. 35, No. 3. P. 51-63.

OASAS FACTS, (1999) Alcohol and Drug Problems Among Older Adults. New York Office of Alcoholism and Substance Abuse Services. Albany, NY.

Ozawa, M. & Lum, T. (2005) Men who work at age 70 or older. *Journal of Gerontological social work*.  
45(4), 41-64.

**Session 6: October 11, 2018**  
**Older Women: Economic and Social Status; The Rural Elderly**

Required Reading:

Twigg, Julia. (2003) The body, gender, and age: Feminist insights in social gerontology. *Journal of Aging Studies*. 18, 2004 p. 59-73.

Hardy, Melissa A. (1993) The gender of poverty in an aging population. *Research on aging* 15.3 September 1993;: 243-278. ERES

Wells, M. (2010) Resilience in Older Adults living in Rural, Suburban and Urban Areas. *Journal of Rural Nursing: Health Care*. Fall 2010

Online: <http://rnojournals.binghamton.edu/index.php/RNO/article/viewFile/55/46>

**Session 7: October 18, 2018**  
**Older Adults in prison**

Required Reading

Corrections + Health Care (1-21-04).pdf

Davidson, L., Rowe, M. (2008) Peer support within criminal justice settings: The role of forensic peer Specialists, The CMHS National Gains Center.

Greco, R. (2000) Older prisoners. In Project 2015. The Future of Aging in NYS. Articles and briefs.  
Available at [www.aging.state.ny.us](http://www.aging.state.ny.us)

Maschi, T., Kivak, J., Ko, E., Morrissey, M. (2012) Forget me not: Dementia in prison. *The Gerontologist*,  
V-0, No. 0, 1-11

Old Behind Bars, [\\_Human Rights Watch.html](#)

Older adults in prison .Internet resources. [www.aoa.gov](http://www.aoa.gov).

Osborne Aging\_whitepaper.pdf

POPS, (1996), Project for older prisoners: A report of the State of New York. [www.NYS.gov](http://www.NYS.gov) website

US numbers of aging prisoners soaring. [Human Rights Watch.html](#).

Yaeger, D. (2012) Older inmates adjust to life outside prison, *Social Work Today*, Vol, 12, No. 1, 28

### **Session 8: October 25, 2018 Elder Abuse, Hoarding**

#### Required Reading:

Hillier, S. M., & Barrow, G. B. (2015). *Aging, the individual and society*. Stamford, CT: Cengage Learning. Chapter 12, 324-345

Beaulieu, M. Ethical and psychosocial issues raised by the practice in cases of mistreatment of older adults. *Journal of Gerontological Social Work*. 46. ¾ May 2006: 161-186

Brownell P. & Wolden, A. (2002) Elder Abuse Intervention Strategies: Social Service or Criminal Justice? *Journal of Gerontological Social Work*, 40 (1/2), 83-101.

Linzer, N. (2004) Ethical dilemma in elder abuse. *Journal of Gerontological Social Work*, 43(2-3), 165-173.

Mellor, M.J. & Brownell, P. (2006) Elder abuse and mistreatment. Policy, practice and research. *Journal of Gerontological Social Work*, 46 (3/4).

Steketee, G., Frost, R., and Kim, H. (2001) Hoarding by Elderly People. *Health and Social Work*, 26(3), 176-184 the community. *Journal of Gerontological Social Work*. 39(4) 19-37

#### Suggested reading:

Anetzberger, G.J. (2005) The Clinical Management of Elder Abuse. New York, The Haworth Press.

Bergeron, L.R. (2003) Reflections on a men's discussion group. *Victimization of the Elderly and Disabled*, 6(2), 21-22.

- D Koenig, T. Chapin, R. & Spano, R. (2010) Using Multidisciplinary Teams to Address Ethical Dilemmas with Older Adults who Hoard, *Journal of Gerontological Social Work*, 53(2) 137-147
- Dubble, C. (2006) A policy perspective on elder justice through APS and law enforcement collaboration  
*Journal of gerontological social work*, 46 (3/4).
- Nerenberg, L. (2008) Elder abuse prevention: Emerging trends and promising strategies. New York: Springer Publishing Company.

**Session 9: November 1, 2018**  
**Sexuality and aging. Aging issues within the LGBTQ Community**

Required Reading:

Hillier, S. M., & Barrow, G. B. (2015). *Aging, the individual and society*. Stamford, CT: Cengage Learning. Chapter 7, 177-202

[https://www.youtube.com/watch?v=nCHyNHk\\_O\\_c](https://www.youtube.com/watch?v=nCHyNHk_O_c)

- Barusch, Amanda Smith. (2009) Love and Ageism-A Social Work Perspective. *Social Work Today*, Vol. 9, No. 1, p. 12.
- Blando, J.A. (2001) Twice hidden: Older gay and lesbian couples, friends, and intimacy. *Generations*, 25(2), 87-90. ERES
- Cahill, S., South, K. & Spade J. (2000) Public Policy issue affecting gay, lesbian and transgender Elders, *The Policy Institute of the Gay and Lesbian Task Force*.
- David, Paula. (2002) Sex in the Nineties: Exploring Sexual Intimacy with Older Jewish Women. *Journal of Social Work in Long-Term Care*. Vol. 1 (2).
- Kochman, A. (1997) Gay and lesbian elderly: Historical overview and implications for social work practice. *Journal of Gay and lesbian social services*, 6(1), 1-10. ERES
- Scott, Paula Spencer. (2015) Facilities are finally grappling with the fact that residents have sex lives. *AARP Bulletin*, June 2015

Suggested Reading:

- Hu, L. & Za, A. (2006) Sexual expression among the institutionalized elderly with dementia and strategies for sexual care. *Archives of Internal Medicine*, 53, 73-78.

Orel, N.A. (2004) Gay, lesbian, and bisexual elders: expressed needs and concerns across focus groups.  
*Journal of Gerontological Social Work*, 43(2-3), 57-77.

**Session 10: November 8, 2018**

**Alzheimer's and other Dementias. Care-giving formal and informal, trends and challenges.**

Required reading:

Richardson, V. & Barusch, A. (2006) *Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. Chapter 10, 201-234

Suggested reading

Arno, P.S., Levine, C., & Memmott, M.M. (1999) The Economic value of informal caregiving.  
*Health Affairs*, 18(2), 182-8.

Butler, S., Turner, w., Kaye, L., Ruffin, L., & Downey, R. (2005) Depression and caregiver burden among rural elder caregivers. *Journal of gerontological social work*. Vol. 46, No. 1, 47-64..

Burnette, D. (2000) Latino Grandparents Rearing Grandchildren with Special Needs: Effects of depressive Symptomatology. *Journal of Gerontological social Work*, 33(3), 1-17.

Delgado, M., & Tendsdet, S. (1997) Puerto Rican sons as primary caregivers of elderly parents. *Social Work*, 42(2), 125-134.

Epple, D.(2002) Senile Dementia of the Alzheimer's Type. *Clinical Social Work Journal* 30(1)

Gupta, R. (2002) The Impact of Mental Health on Perceived Caregiver Burden in South Asian Families  
*Journal of mental health and aging* 8 (1), 45-57

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### **Session 11: November 15, 2018**

#### **The Psychological Challenges of Aging**

Multiple losses, mental disorders, depression, dementia, personality disorders, the concepts of prevention in mental health: barriers to effective treatment.

#### Required reading:

- Richardson, V. & Barusch, A. (2006) *Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. Chapter 6, 110-131 and Chapter 7, 132-145.
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### **Session 12: November 29, 2018**

#### **The evolution of health and social policies affecting older people; a critique.**

#### **The spectrum of policies and services available to the elderly, from pre-retirement counseling to hospice**

#### Required reading:

- Richardson, V. & Barusch, A. (2006) *Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. Chapter 14, 315-337; 354. Chapter 16, 355- 378; Chapter 17, 379-391
- Hillier, S. M., & Barrow, G. B. (2015). *Aging, the individual and society*. Stamford, CT: Cengage Learning. Chapter 15, 413-430

Suggested reading:

- Bishop, C.E. (1999) Where are the missing elders? The decline of nursing home use 1985 and 1995 *Health Affairs*, 18(4), 46-55.
- Cox, D.M., & Sachs, G.A. (1994) Advance directives and the patient self-determination act. *Clinical Ethics*, 10(3), 431-443.
- Hooyman, N.R. & Kiyak, A.H. (2005) *Social Gerontology: A Multidisciplinary Perspective*. Needham, MA. : Allyn & Bacon. Chapter 16, 590-625. Chapter 17, 626-659.
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### **Session 13: December 6, 2018**

#### **Ethical Issues and value conflicts in gerontology. Intergenerational value conflicts, resource allocation, end of life decision making, bioethics**

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- Richardson, V. & Barusch, A. (2006) *Gerontological practice for the twenty-first century. A social work perspective*. New York: Columbia University Press. Chapter 7, 132- 145; Chapter 11, 235-263.
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#### **Session 14: December 13, 2018**

**The use of medical and psychosocial research for social work practice with the elderly. Course evaluation and a Call to Action: Advocacy agenda in the field of gerontology.**

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Mutran, E., & Sudha, S.(2000) Ethnic and Racial Groups, Similar of Different, and how do we measure?  
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### **Cultural Issues/Diversity**

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### **Caregiving**

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AARP <http://aarp.org>

Alzheimer Association <http://www.alz.org>

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Family Caregiver Alliance <http://www.caregiver.org>

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National Academy on an Aging Society <http://www.agingsociety.org>

National Caregivers Association <http://www.nfcacares.org>

National Center for Health Statistics website <http://www.cdc.gov/nchs2000a>

National Hispanic Council on Aging <http://www.nhcoa.org>

New York City Department for the Aging <http://www.nyc.gov/html/dfta/html/home>

NYS Office for the Aging <http://aging.state.ny.us>

Senior Action in a Gay Environment <http://www.sageusa.org>

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### **Addendum**

NASW 2012 Conference

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### **Selected References for “Don’t Be Afraid of the Looking Glass: Strengths-based Practice with Aging Women**

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