Course Title: Social Work Practice in Aging

Course Number: SWK 5193-101

Course Description: Practice issues in the care, treatment and delivery of social & health care services to elders.

Purpose: The purpose of this course is to prepare concentration level social work students with competencies to critically analyze and apply practice models to engage, assess, intervene and evaluate older adult individuals and their families from populations at risk. This includes individuals from diverse cultures/ethnicities, genders, sexualities, SES status, and religions. Practice competencies also apply to other age populations with disabilities.

Prerequisite: Graduate Standing or post-graduate standing as a special student

Class Dates, Location and Hours: Dates: June 1-2, 15-16 & July 27-18, 2012
Location: Zarrow Hall, Room 250, 700 Elm Avenue, Norman OK
Hours: Fri. 1:00 – 5:30 p.m., Sat. 9:00 a.m.-5:00 p.m.
Last day to enroll or drop without penalty: June 1, 2012

Site Director: Cathy Yeaman. Assistant: Jan Plavchak. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Sandra Edge-Boyd, M.S.W., ABD
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Co-Course Professor: Jane Carney, M.S.W.
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Fax Number: 405-325-4683
E-mail Address: Jane.C.Carney-1@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).


4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Educational Outcomes:

As measures of satisfactory performance in meeting the course objectives, students will be able to:

A. Demonstrate the ability to explore, identify, and resolve their own biases, myths, and stereotypes about older adults and the aging process.

B. Demonstrate competent skills in geriatric assessment and care planning. This includes integration of multiple forms of data into their geriatric professional roles. Social workers use a life course perspective to inform practice with diverse older adults within a sociocultural and historical context.

C. Demonstrate advanced beginner skills in geriatric case management.

D. Apply knowledge and skills to social work practice in elder abuse, mental health, healthcare settings, long term care, community-based services, and end-of-life care for a diverse older adult population.

E. Demonstrate an advanced beginner understanding of the issues of the public service delivery systems for older adults, sexuality, and interdisciplinary teams as these relate to the roles and process of practice with older adults.

F. Demonstrate recognition of ethical conflicts, boundaries, and the issues related to practice with older adults and their support systems and resolve them according to the NASW Code of Ethics.

G. Demonstrate recognition of inequality and difference across the aging experience and demonstrate an advanced beginner understanding of the issues of advocacy for older persons and social policies meeting social work values.
Social Work Competencies and Practice Behaviors Addressed:

Educational Policy 2.1.1

Identify as a professional social worker and conduct oneself accordingly. (Included in Reading Assignments)

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development

1G Advanced practitioners in geriatric practice advocate for older persons and social policies meeting social work values.
2G Advanced practitioners in geriatric practice assess and address values and biases regarding aging and understand the perspective and values of social work in relation to working effectively with other disciplines in geriatric interdisciplinary practice.

Educational Policy 2.1.2

Apply social work ethical principles to guide professional practice. (Included in Reading Assignments)

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

1. recognize and manage personal values in a way that allows professional values to guide practice;
2. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (NASW, 1999).
3. tolerate ambiguity in resolving ethical conflicts; and
4. apply strategies of ethical reasoning to arrive at principled decisions.

1G Social workers recognize ethical conflicts, boundaries, and the issues related to practice with older adults and their support systems and resolve them according to the NASW Code of Ethics.
2G Geriatric social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. (Evaluated in Program Interview, Volunteer Activity, UCAT, & Assessment Assignments)

Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments. (Included in Reading Assignments)

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; (Evaluated in Assessment Assignment)
2. analyze models of assessment, prevention, intervention, and evaluation; (Evaluated in UCAT & Assessment Assignment) and
3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (Evaluated in Assessment Assignment)
Social workers use existing data to inform their role to work with older adults, their families, and communities. In addition, social workers can communicate basic psychosocial data to older clients, their families, professional colleagues, and community stakeholders. (Evaluated in UCAT, Assessment and Care Plan Assignments)

Geriatric social workers relate concepts and theories of aging to social work practice (Evaluated in Care Plan Assignments)

Educational Policy 2.1.4

Engage diversity and difference in practice. (Included in Reading Assignments)

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

1. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
2. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
4. view themselves as learners and engage those with whom they work as informants

Geriatric social workers respect diversity among older adult clients, families, and professionals (Evaluated in UCAT, Assessment and Care Plan Assignments)

Educational Policy 2.1.5

Advance human rights and social and economic justice. (Included in Reading Assignments)

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

1. understand the forms and mechanisms of oppression and discrimination;
2. advocate for human rights and social and economic justice; and
3. engage in practices that advance social and economic justice.

Geriatric social workers respect and promote older adult clients’ right to dignity and self-determination (Evaluated in UCAT, Assessment and Care Plan Assignments)

Educational Policy 2.1.6

Engage in research-informed practice and practice-informed research. (Included in Reading Assignments)

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

1. use practice experience to inform scientific inquiry and
2. use research evidence to inform practice.
Geriatric social workers promote the use research to evaluate and enhance the effectiveness of social work practice and aging related services.

Educational Policy 2.1.7

Apply knowledge of human behavior and the social environment. (Included in Reading Assignments)
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
2. critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8

Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (Included in Reading Assignments)
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

1. analyze, formulate, and advocate for policies that advance social well-being; and
2. collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9

Respond to contexts that shape practice. (Included in Reading Assignments)
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

1. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
2. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Included in Reading Assignments)
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to
practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)

Engagement
Social workers

1. organizations, and communities;
2. use empathy and other interpersonal skills; and
3. substantively and affectively prepare for action with individuals, families, groups, develop a mutually agreed-on focus of work and desired outcomes.

1G Geriatric social workers establish rapport and maintain effective working relationships with older adults and family members. (Evaluated in UCAT, Assessment and Care Plan Assignments)

Educational Policy 2.1.10(b)

Assessment
Social workers

1. collect, organize, and interpret client data;
2. assess client strengths and limitations;
3. develop mutually agreed-on intervention goals and objectives; and
4. select appropriate intervention strategies.

1G Geriatric social workers conduct a comprehensive geriatric assessment (biopsychosocial evaluation) and
2G Geriatric social workers administer and interpret standardized assessment and diagnostic tools that are appropriate for use with older adults (e.g. depression scale, Mini-Mental Status Exam). (Evaluated in UCAT, Assessment and Care Plan Assignments)

Educational Policy 2.1.10(c)

Intervention
Social workers

1. initiate actions to achieve organizational goals;
2. implement prevention interventions that enhance client capacities;
3. help clients resolve problems;
4. negotiate, mediate, and advocate for clients; and
5. facilitate transitions and endings.

1G Geriatric social workers provide social work case management to link elders and their families to resources and services. (Evaluated in Care Plan Assignment)

Educational Policy 2.1.10(d)

Evaluation

1. Social workers critically analyze, monitor, and evaluate interventions.

1G Geriatric social workers develop clear, timely, and appropriate service plans with measurable objectives for older adults, (Evaluated in Care Plan Assignment) and
2G Geriatric social workers reevaluate and adjust service plans for older adults on a continuing basis. (Evaluated in Care Plan Assignment)
Educational Policy M2.2

Advanced Practice (Included in Reading Assignments)
Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Teaching/learning methods:
The issues in gerontological social work practice that are covered in this course will be linked with their application in working with older adults. Case examples, texts, and lecture materials are utilized in the context of identifying particular social, physical, cultural, and ethical considerations for providing relevant social and health care services to a diverse elder population. Text readings are supplemented by additional required interpersonal and written assignments that focus on interaction with older adults outside of the class sessions.

The instructional methods include guest speakers, reading assignments, in-class discussions, online discussion groups, interviews and interaction with older adults and service providers, and completion of care plans and student presentation of the interviews and care plans.

Students are expected to be conversant with reading assignments and to actively engage in online and in class discussion. Students may be asked to summarize assigned readings. Guest lecturers, experiential group exercises, online discussion questions, and video presentations may be used to support course learning objectives.

Class Policies:
A. Methods of Evaluation
   Student evaluation may include, but is not limited to, writing assignments, class presentations, and in-class and online class participation.

   Quality of class participation will represent 25% of the overall grade and will be judged by class attendance, participation, class presentations, and evidence that student is current on all assignments including text readings. All written assignments will be evaluated based on meeting objectives of the given assignment that includes ability to follow instructions. All assignments are expected to be neat, double space typed with references cited in APA 5th edition (American Psychological Association) writing format. Students are encouraged to make use of the University's Writing Center that offers free tutoring and paper writing consultation services.

   All assignments must be submitted or presented to pass the course. Students may consult with others about assignments, but all written work submitted for points/grade must be done independently, without collaboration or assistance from another person.

   Any questions about grading of assignments must be submitted in writing to the instructor within 10 days of the time a grade is received. If students ask for any part of an assignment to be re-graded, the entire assignment may be re-graded.

B. Breakdown of Class Grading

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<thead>
<tr>
<th>Item</th>
<th>Point Value</th>
<th>Assignment</th>
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<tr>
<td>#1</td>
<td>7.5 Points.</td>
<td>Program and Policy Interview</td>
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<tr>
<td>#2</td>
<td>7.5 Points.</td>
<td>“Volunteer” Assignment</td>
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<td>#3</td>
<td>15 Points.</td>
<td>UCAT (Uniform Comprehensive Assessment Tool)</td>
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<td>#4</td>
<td>45 Points.</td>
<td>3 Other Assessments, Care Plan, and Presentation</td>
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<tr>
<td>#5</td>
<td>25 Points.</td>
<td>In Class and Online Participation</td>
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C. Academic Conduct
Each student should acquaint her or his self with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at www.ou.edu/studentcode. Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW code of ethics.

D. Statement of Reasonable Accommodation
The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course are requested to speak with the professor as early in the semester as possible. International students, who are not fluent in English, can request extended times for examinations.

Students with disabilities must be registered with the Disability Resource Center prior to receiving accommodations in this course.

<table>
<thead>
<tr>
<th>Norman</th>
<th>Tulsa</th>
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<tbody>
<tr>
<td>Office of Disability Resources</td>
<td>Office of Disability Resources</td>
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<tr>
<td>Goddard Health Center, Suite 166</td>
<td>Schusterman Center</td>
</tr>
<tr>
<td>(405) 325-3852</td>
<td>4502 East 41st Street</td>
</tr>
<tr>
<td>TDD only (405)325-4173</td>
<td>Tulsa, OK 74135-2512</td>
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<td>(918) 660-3100</td>
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</tbody>
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E. Provost-Approved University Activities and Religious Observances
It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

F. Late Assignments
Two points per day will be deducted from the assignment grade for each day (including weekends) that a written assignment is late. If an assignment is late for more than one week, it will not be accepted. The only exceptions to this policy are those related to University policy or for verifiable medical or family emergency as deemed appropriate by the instructors.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

G. Attendance/Grade Policy Notice
Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

NOTE: Attendance and participation are essential to the learning outcomes for this course. Because this course has limited hours of in-class time, attendance is mandatory. If you have any prior commitments that would necessitate missing any class hours, do not enroll in this course. In cases of legally required activities, the absence may be excused. In cases of real emergencies or illnesses, the absence may be excused. However if the absence, no matter what the reason, causes the student to miss essential activities, the student may be given an incomplete and required to make up the class time when the class is next offered, do additional assignment(s), or drop the course.
Excused absences are only given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Major Course Divisions:

A. The Context of Social Work Practice with Older Adults
   1. Community-based practice with older adults
   2. BioPsychoSocial and Diversity Issues of older adults
   3. Adult Abuse practice issues in social work practice
   4. Long-Term Care practice with older adults
   5. End-of-Life Issues for social work practice
   6. Sexuality for older adults
   7. Advocacy for older adults
B. Comprehensive Assessment of Older Adults
C. Assessment Tools
D. The Process of Case Management Practice with Older Adults
   1. Interventions
   2. Support Systems: Families and Caregivers
   3. Multidisciplinary Teams
E. Ethics, values, and interpersonal issues and dilemmas

Assignments, Grading and Due Dates:

Prior to Class:
- All assignments are due at beginning of the weekend.
- Do Reading assignments for Weekend 1
- Post Introductory Autobiography on D2L.
- Take GeroEd Competency Scale self-assessment and bring to class
- (Take D2L orientation tutorial if you are new to the online system).

Weekend 1 – Professor Sandra Edge-Boyd

June 1-2, 2012
- Reading assignments: Information will be sent to enrolled students two weeks prior to the start of the course.
- Other Reading Assignments posted on Desire2Learn or Distributed in the class session.
- Online Viewing and Participation:
- Check D2L for the Program Interview &
  Volunteer Activity assignments Drop Box
- Required participation in online discussions will occur between Weekends 1 and 2 class sessions.
Weekend 2 – Professor Jane Carney

June 15-16, 2012

- Identify an older adult for your assessment and care plan assignments prior to Weekend 2
- Reading assignments: Information will be given to students the first weekend.
- Other Reading Assignments posted on Desire2Learn or Distributed in the previous class sessions
- Written Assignments due relating to:
  - Program Interview
  - Volunteer Activity
- Online Viewing and Participation:
  - Additional Requirements may be posted on Desire2Learn.
- Viewing of any streamed videos of lectures or guest speakers should be completed prior to the class sessions.

June 30, 2012

- Written Assignments due relating to:
  - Program Interview
  - Volunteer Activity

Weekend 3 – Both Professors

July 27-28, 2012

- Reading assignments: Information will be given to students the first weekend.
- Other Reading Assignments posted on Desire2Learn or Distributed in the previous class sessions
- Assignments due for:
  - Uniform Comprehensive Assessment Tool
  - 3 additional assessments
  - Written Care Plan
  - In-Class Presentation
- Online Viewing and Participation:
  - Additional Requirements may be posted on Desire2Learn.
- Viewing of any streamed videos of lectures or guest speakers should be completed prior to the class sessions.
- Required participation in online discussions will occur between Weekends 2 and 3 class sessions.

Assignments:

1. 7.5 Points. Conduct a Programs and Policy Interview with the director or a high level supervisor of a state or local agency that provides services to older persons. The interview should cover:
   - Agency Programs and Policy
   - History
   - Programs and Services Provided
   - State And Local Policies Affecting The Agency
   - Quality Control And Evaluation Procedures
   - Financial Resources And Funding Sources
   - What Roles A Social Worker Could Provide In This Agency
   - Job Opportunities And Hiring Procedures For New Employees
   - Write a 1-2 page report covering the interview and your impressions.

2. 7.5 Points. “Volunteer” for 2-3 hours of client-related contact with an aging agency or service. Suggestions include the Mobile Meals, a Senior Center, a Nursing Home, RSVP, Aging Services of Cleveland County, Areawide Aging Agency, Senior Companion, etc. Write a 1 page report covering the experience and your impressions.
Alternative Assignment for either the Program or Volunteer Assignment (but not both). Attendance for at least one day of the Summer Geriatric Institute in July at OCCE Norman. The online registration is at: http://www.ouhsc.edu/geriatricmedicine/Education/SGI.asp

There is a student rate. Attend at least 1 day of the SGI. Write a 5-6 paragraph report covering the conference. Identify the educational presentations that you attended. Write an additional paragraph regarding the importance of continuing education for social workers.

If used as an Alternative Assignment, this Assignment should be clearly marked as an alternative to either the Program or Volunteer Assignment (but not both).

3. 15 Points. UCAT (Uniform Comprehensive Assessment Tool). Each student will conduct an UCAT interview with an individual age 70 or over (who is not a relative of the student) and their caregiver and complete the written assessment. UCAT assignments will be due at the beginning of the 3rd Weekend session. A pseudonym for the person should be used. Each student will present information from their assessment interview during class on the third weekend and use the data for Professor Carney’s care plan assignment. This UCAT assignment will count for 15% of your total course grade.

Note: When grading UCAT, I will consider:
• Must be completed by student, not another person
• Completeness of all information and assessment categories
• Clearly written and readable
• Pseudonyms for “clients”, but your signatures where appropriate
• Notations that show reflection and understanding of the older client and caregiver.

4. Three Other Assessments, Care Plan, and Presentation – These will be posted Online and Discussed in Weekend 2

5. In Class and Online Participation

Grading:

This is a letter-graded course: A, B, C, D, or F.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

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Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

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For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Sandra Edge-Boyd, MSW

Education
- 2011  Ed.D.  University of Phoenix, Online, School of Advanced Studies
- 1975  M.S.W.  University of Oklahoma, Norman, Oklahoma
- 1975  M.R.E.  Southwestern Baptist Theological Seminary, Fort Worth, Texas
- 1972  BA Oklahoma Baptist University, Shawnee, Oklahoma

Current Positions
- Advanced Programs Professor since 2007
- Field Education Consultant and Liaison, University of Oklahoma School of Social Work
- Adjunct Assistant Professor, University of Oklahoma Health Sciences Center, College of Allied Health, and Program Director, Interdisciplinary Gerontology Certificate Program
- Adjunct Assistant Professor, University of Oklahoma Health Sciences Center, Department of Geriatric Medicine
- Clinical Assistant Professor, University of Oklahoma, School of Social Work

Frequently Taught Advanced Programs Courses
- SWK 5193  Social Work Practice in Aging
- SWK 5173  Social Gerontology
- AHS 5813  Interdisciplinary Geriatric Care
- AHS 5463  Interdisciplinary Gerontology/ Geriatric Practicum
- SWK 5013  The Profession of Social Work
- SWK 5820  Social Work Practicum III;
- SWK 2113  Introduction to Social Work
- SWK 3003  Social Work Interviewing Skills

Major Areas of Teaching and Research Interest
- Dissertation Topic: Leadership Styles in Curriculum Change for Geriatric Innovation in Social Work Education
- Gerontology and Geriatric Education
- Interdisciplinary Team Training for Geriatric or Health Care
- Social Work Education
- Leadership in Curricular Change
- Family Caregiving
- Health Care Ethics and Policy
- Social Work Field Education
- End-of-Life Care
- Geriatric Assessment

Representative Publications and Presentations

Publications:
Selected Presentations:
- Edge-Boyd, SK, Geriatrics Interdisciplinary Certificate and Masters Program. Oklahoma Summer Geriatric Institute, Oklahoma Geriatric Education Center (June 2006)
- Edge-Boyd, SK, & Bernard, MA, Developing a Geriatrics/Gerontology Program in Health Science Center Context, Co-Presenter, Association for Gerontology in Higher Education 32nd Annual Meeting and Educational Leadership Conference (February 2006).
- Edge-Boyd, SK. Developing a Geriatrics/Gerontology Program in Health Science Center/Main Campus Context, Presenter, SRPP Refereed Roundtable Session, Gerontological Society of America 58th Annual Scientific Meeting (November 2005).
- Edge-Boyd, SK. Strategies for curricular/Organizational Change and Engaging Key Stakeholders, Council on Social Work Education’s Gero-Ed South/Southwest Curriculum Development Institute (June 2005)
- Edge-Boyd, SK. Transforming Your Course Syllabi and Organizational Culture, Council on Social Work Education’s Gero-Ed South/Southwest Curriculum Development Institute (June 2005)

Representative Honors and Awards Received
- Selected as a Council on Social Work Education Gero-Ed Center Regional Mentor/Coordinator and trainer/presenter for the CSWE Gero-Ed Curriculum Development Institutes. 2005-2008
- Selected as a Fellow for Faculty Leadership Program, University of Oklahoma Health Sciences Center. 2005-2006

Major Professional Affiliations
- National Association for Social Workers-Oklahoma Chapter
- Association for Gerontology in Higher Education (Geriatric Education Committee member)
- Council on Social Work Education (Field Education Council member, two terms)
- Oklahoma Geriatric Education Center, Consortium Partner
- Oklahoma Association for Health Care Ethics (Board of Directors), Vice-President (2006-2009), Treasurer (2004-2006)
- Advisory Committee for the Attorney General’s Task Force to Improve Care at the End of Life, Member
- Oklahoma Alliance on Aging
INSTRUCTOR VITA

Jane Carney, MSW

Education

• 1970 BA, Sociology and Political Science, Creighton University, Omaha, NB
• 1976 MSW, University of Oklahoma, Norman, OK

Current Positions

• Advanced Programs Professor since 2007
• Adjunct professor, Interdisciplinary Certificate in Geriatrics/Gerontology, OUHSC
• Adjunct faculty, Donald W. Reynolds Department of Geriatric Medicine, OUHSC Adjunct faculty and Oklahoma City Community College
• Coordinator, Summer Immersion in Geriatrics and Gerontology, OUHSC
• Retired professor, Oklahoma City Community College
• Technical writer, Oklahoma City Community College

Frequently Taught Advanced Programs Courses

• SWK 5010 Special Topics in Social Work and Social Welfare: Social Work Practice in Aging
• SWK 5010 Special Topics in Social Work and Social Welfare: Social Gerontology
• AHS 5133 Biology of Aging

Major Areas of Teaching and Research Interest

• Gerontology
• Death and dying
• Biomedical ethics

Representative Publications and Presentations

Publications:

• Understanding the Older Adult: A Training Manual (1990)
• Gerontology Instruction in Community Colleges, 1994
• Teaching Gerontology: Developing a Course Syllabus, 1994
• Shades of Gray: Preparing Central Oklahoma for the Aging Boom, 2001
• Long-Term Care Choices for Disabled Older Adults, 2002

Presentations:

• Long-Term Care Decisions (2003)
• Quality Sexual Health for Older Adults (2004)
• Downsizing and Transitioning (2006)
• Elder Abuse, Private Investigations (2006)
• You and Your Aging Parents (2006)
• Healthy Aging Starts Now (2007)
• Health Care Rationing (2009)
• It Takes a Team (2009)
• Age Successfully (2009)

Representative Honors and Awards Received

• Outstanding faculty member, Oklahoma City Community College
• Outstanding volunteer, Citizen’s League of Central Oklahoma
• Delegate, 1981 White House Conference on Aging
• Lifetime Achievement in Aging Award, Oklahoma State Council on Aging, 2009

Major Professional Affiliations

• Citizens League of Central Oklahoma, past president
• Oklahoma Association for Healthcare Ethics, president
• Metafund, former board member, current advisory board member
• Opportunities for Living Life (Oklahoma Health Care Authority), board member
• Association for Gerontology in Higher Education, committee chair
• Fellow, Oklahoma Center on Aging
• Member, Attorney General’s Task Force to Improve Care at the End of Life